# Syllabus and Guidelines for Islamic Teaching

Ghulam Sarwar

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# *Preface*

All praise be to Allāh who has enabled me to prepare the second fully revised and enlarged edition of my book *Syllabus and Guidelines for Islamic Teaching in Secondary Schools*. Readers should note the change in the title which had been made to reflect the incorporation of material for the stages of education other than Secondary Schools.

The need for a syllabus and guidelines for purposeful and effective teaching is of paramount importance in any education system. A syllabus defines the topics to be covered at each stage of teaching. Guidelines are the methods of teaching the topics given in the syllabus.

In this edition of the book, I have arranged each topic to be taught with its aim and method. In other words, I have attempted to answer the questions *What*, *Why* and *How* in teaching with regard to the Secondary Schools. I have also added topics and guidelines for Pre-school, Infant and Junior schools. I am grateful to the U.K. Islamic Mission for their permission to use their syllabus for a chapter on Supplementary schools in the Evening and on Week-ends (popularly called Madrasahs).

This book also incorporates information about books on Islamic Education, Muslim Journals, Muslim Publishers and bookshops and a select bibliography.

I am grateful to *Mr. David Browne*, a journalist, for editing the language of this book. My thanks are also to *Maulāna Ḥabībur Raḥmān*, *Br. R.A. Ṣiddīqī*, *Br. 'Abdus Salām*, *Br. Na'īmuddīn*, *Chaudhry 'Abdur Raḥīm*, *Br. Ṣaifuddīn Aḥmad* and *Br. Choudhry Abul Kalām Azād* for their suggestions and co-operation.

I hope the teachers, parents and all those engaged in the field of Islamic education will find the book useful. Finally I implore Allāh, my merciful Creator to accept my efforts and salvage me in the hereafter where nothing but His mercy will be of any use.

*Wa mā tawfīqī illā billāh (Sūrah Hūd 11 : 88).*

*Ghulam Sarwar*

*London,*
*Rab'īul Ākhir, 1404 AH*
*January, 1984 CE*

# *Transliteration*

Correct pronunciation of Arabic words is very important. Care and attention are needed in training young people to pronounce Arabic correctly.

Transliteration marks have been shown below on this page as a guide to correct pronunciation. These marks help to show how the words should sound. But it is not possible to show on a printed page exactly how to pronounce words.

For example, the word *Allāh* cannot be pronounced correctly unless the two *Ls* are sounded distinctly, and the last *A* is a long sound. The name *Muḥammad* (pbuh) should be pronounced with a glottal sound of *H* rather than the normal *H* sound.

It is better to listen to an Arabic-speaking person, or someone who has learned how to say Arabic words correctly. A tape-recording or record can help also.

| *Arabic letter* | *Transliteration sign* | *Example* | *Arabic letter* | *Transliteration sign* | *Example* |
|---|---|---|---|---|---|
| ء | ' | Malā'ikah | ط | ṭ | Lūṭ |
| ـا | â | Dāwūd | ظ | ẓ | Ẓuhr |
| ـُو | û | Dāwūd | ع | ' | 'Īsā |
| ـِي | ī | Khadījah | غ | gh | Maghrib |
| ب | b | Bilāl | ف | f | Fāṭimah |
| ت | t | Tirmidhī | ق | q | Fārūq |
| ث | th | 'Uthmān | ك | k | Mikā'īl |
| ج | J | Jannah | ل | l | Allāh |
| ح | ḥ | Muḥammad | م | m | Mūsā |
| خ | kh | Khalīfah | ن | n | Nūḥ |
| د | d | Dāwūd | و | w | Ṣawm |
| ذ | dh | Tirmidhī | هـ | h | Ibrāhīm |
| ر | r | Raḥmān | ة (silent) | h | Ṣalāh |
| ز | z | Zakāh | ى | y | Yāsīn |
| س | s | 'Īsā | ـَوْ | aw | Yawmuddīn |
| ش | sh | Shahādah | ـَى | ai | Sulaimān |
| ص | ṣ | Ṣawm | ـِيّ | iyy | Zakariyyā |
| ض | ḍ | Ramaḍān | ـَوّ | aww | Awwāl |

1

# Islamic Teaching in Schools

## Objective

Teaching Islām to young people requires careful planning and skill. Teachers and parents have to be clear about the objective of Islamic teaching. *The objective is to educate young people in Islām to make them conscious and practising Muslims and to prepare them for life.*

Within this broad objective, the following may be considered as the specific aims :

1 To prepare the child for life with a clear consciousness of his mission in life.
2 To instil in the child a deep sense of belonging to Islām.
3 To help the child to grow up with a balanced personality.
4 To inspire the child to grow up with a firm commitment to obey Allāh's commands as demonstrated by the Prophet *Muḥammad* (peace be upon him).
5 To help the child to acquire the necessary skills to enable him to constructively contribute to the well-being of the society in which he lives.

**Education** may be defined as a social process which prepares the young generation of a society for life. It is the means of transmitting the values and accumulated knowledge of a society to its younger generation. It prepares them to face the varying situations in life. It is designed to teach them their culture, mould their behaviour and prepare and train them to eventually play their role in the society.

**Islamic Education** may be defined as a system which transmits the revealed and acquired knowledge to the younger generation of Muslims in order to prepare them for life and enable them to discharge their duties as the *Khalīfah* (Vicegerent or agent) of Allāh on this earth with the sole aim of achieving success here and in the hereafter (*Ākhirah*). It may be mentioned here that the term *Khalīfah* envisages all qualities which an educated, cultured and trained person should possess to make him constantly aware of his duty towards his only Creator, Master and Sustainer, Allāh — the Merciful and Kind. Islamic educatioin is a total and complete system which does not separate the mundane affairs of life from the moral and

spiritual aspects.

This book is concerned mainly with the teaching of Islām to Muslim children living in the U.K. and so, its scope is very limited because of the obvious constraints of the British education system. It mainly deals with the teaching of Islām in the State Schools of Britain.

**Role of the Teacher.** The role of a teacher in teaching Islām is crucial. The consistency of the teacher's words and deeds is particularly important. In Islām, the emphasis is on practice, and theory without practice has very little meaning in Islamic teaching. A child is not likely to be inspired to offer Ṣalāh and fast during the month of *Ramaḍān*, if he finds his teacher not discharging these obligatory duties. The whole objective of teaching Islām loses its meaning if teachers are not consistent in their words and deeds. Implementation of the syllabus depends mostly on the teachers.

**Qualities of an Islamic Teacher.** An Islamic teacher will be :

1 Consistent in words and deeds
2 Capable of effective communication to the children
3 Objective in approach
4 Well prepared for the lessons
5 Confident
6 Clear in expression
7 Careful and persuasive
8 Punctual
9 Creative — developing new ideas and techniques, to make abstract topics clearly understandable to young minds
10 Systematic
11 Dedicated and devoted
12 Fluent in the language of teaching
13 Well informed of developments in the field of teaching

**Text Books.** Text books are a very useful means of disseminating knowledge on particular subjects. They are written and prepared on the basis of a syllabus. Text books and teachers are complimentary and one without the other is incomplete. A text book is a tool for making teaching effective, meaningful and systematic. It has to be borne in mind that text books on their own can do little for young children unless they are properly guided to use them. Good text books can be a very powerful means of getting across the topics of the syllabus.

There is a great need for text books in English on different aspect of Islām. Muslim organisations and Educationalists should come forward to fill in this need.

**Teaching Aids.** Modern education is heavily dependent on teaching aids like audio-visual materials. Posters, charts, slides, film-strips, films and videos are now extensively used in schools. The Muslim Educational Trust, The Islamic Foundation and Islamia Primary School have taken steps to produce teaching aids on Islām for children.

**Educational Problems of the Muslims in the U.K.**

1 Preservation of the distinct cultural identity of Muslim children
2 Negative influence of the permissive society
3 Living within two cultures
4 Teaching of Islām under agreed syllabus by non-Muslim teachers
5 Use of unauthentic books on Islām in educational institutions
6 Indifference of Muslim parents
7 Inadequate Islamic teaching in mosques and Islamic centres
8 Ignorance of facilities given by *1944 Education Act* and subsequent legislations
9 Absence of Islamic education in most schools
10 Closure of single-sex schools
11 Misrepresentation of Islām by the media
12 Christianity in education
13 Absence of Arabic teaching
14 Inadequate provision of mother tongue education
15 Non-provision of Ḥalāl food in schools
16 Unislamic school uniform and sportswear for Muslim girls
17 Absence of prayer facilities in schools

**Problems of Islamic Teaching in Schools.** The law in Britain requires provision of religious education in State-run schools, but the legal requirement is for the Christian faith, while children of other religions are allowed to *opt out* at their parents' request. Attendance in the lessons of Islamic religious education is, therefore, optional, so it needs great care and persuation to enable pupils to feel its importance and necessity.

Some of the problems teachers can expect to face arise out of some of these factors :

1 *Optional attendance at the lessons*
2 *Shortage of time for the lesson*
3 *Mixed age groups in the same class*

4 *Lack of teaching aids*
5 *Lack of follow-up materials*
6 *Lack of parents' awareness and interest*
7 *Non co-operation of local education authorities in some cases*

In spite of these problems the Muslim Educational Trust has been doing its best with very limited resources to carry on this great task of providing Islamic education in British schools.

**The Lesson in the Classroom.** The lesson should begin with the prayer of Sūratul Fātiḥah recited by all pupils either sitting or standing in the form of Du'ā'. The teacher should lead the prayer. It is not to be confused with the recitation of the Qur'ān.

The lessons should be based on prepared notes to ensure effective use of the short time available.

The lessons should be in accordance with the order given in the syllabus as far as practicable.

Make maximum use of the blackboard and other classroom aids to give visual effect to the lessons.

Use correct English language and speak clearly.

A short lecture punctuated by questions and answers may be a worthwhile technique to put across the content of the lesson.

To help the pupils retain the content of the lesson, use examples, illustrations and stories whenever possible.

Language should be easy and understandable, and suitable for the age range of the students.

Use some lessons for evaluations by asking oral questions and setting written work and tests.

Maintain an attendance register. In monthly reports, daily attendance figures and not an average estimate are required.*

Make good use of *charts, maps, architecture, calligraphy, posters* and other teaching aids, along with *film* and *slides* when available. Give projects to pupils to work on so that they get involved in the learning of Islām.

Ask pupils to buy Islamic books so that the topics taught in the lessons can be followed at home. A list of Muslim bookshops is given at the end of this book.

**Example of a Lesson.** After the prayer of Sūratul Fātiḥah led by the teacher, the lesson may be started as follows :

* *The attendance figures for monthly reports are applicable to the teachers of the Muslim Educational Trust.*



Today we are going to discuss *Īmān*. *Īmān* is an Arabic word meaning faith or belief. A person with *Īmān* is *Mu'min* — a believer.

A person who accepts Islām willingly is a Muslim. Islām means submission to Allāh by obeying His commands and achieving peace. A Muslim then is a person who has submitted to Allāh willingly.

*Īmān* is what you believe in your heart. *Īmān* would be meaningless without action. It means that when we say something in words and believe in what we say, we must act on that belief. For example, I believe that *lying is bad*. I can go on saying *lying is bad* while I myself tell lies. Is there any sense in saying something which I do not act on myself? Of course not. So, when I say *lying is bad*, I must act upon it and refrain from lying myself. In other words, I have *Īmān* in that lying is bad.

A Muslim is a *Mu'min*. You cannot be a Muslim without being a *Mu'min*. And to be a Muslim, a person must believe in seven things. Some of you may know these. Can any one of you recite *Al-Īmān-ul-Mufaṣṣal*? This is the faith in detail. If you don't know it, I will recite it for you, so listen carefully. *Al-Īmān-ul-Mufaṣṣal* tells you the things you must believe in. I will recite it first in Arabic. Listen to it and then I will give you the English translation.

**Āmantu Billāhi** — I believe in Allāh
**Wa Malā'ikatihī** — and His angels
**Wa Kutubihī** — and His books
**Wa Rusulihī** — and His messengers
**Wal Yawmil Ākhiri** — and the Last Day
**Wal Qadri Khairihī Wa Sharrihī Minal Lahi Ta'ālā** — and the power of deciding everything good or bad is with Allāh, the most Exalted
**Wal Ba'thi Ba'dal Mawt** — and Life after death.

So, we believe in :

i. *Allāh*
ii. *His Angels*
iii. *His Books*
iv. *His Messengers*
v. *The Last Day*
vi. *Predestination (Al-Qadr)*
vii. *Life after death*

We should all know *Al-Īmānul Mufaṣṣal* or Faith in detail. Try to keep this in mind. In the next lesson we will discuss *Tawḥīd* (oneness of Allāh with His powers), but before we finish let us see how much we have learned from this lesson.

I will ask you a few short questions :

What is *Īmān?* (its meaning in English)
Who is a *Mu'min*?
Can any one say all seven beliefs?
Thank you all. Don't forget the next lesson is.....
**Note i :** At the beginning write on the blackboard the word *Īmān* in Arabic and English.
**Note ii :** Also write *Al-Īmān-ul-Mufaṣṣal* on the board. If you have a prepared poster, hang it up near the board. The poster should be written neatly and clearly, preferably in colour.





# Syllabus and Guidelines for Secondary Schools

## *Content*

### 1. Fundamental Beliefs

**I. Allāh : Tawḥīd (Oneness of Allāh) and His Ṣifāt (Attributes).**

**Aim.** *(a) To provide a clear and vivid understanding of Tawḥīd, the sheet-anchor of Islamic beliefs. Tawḥīd is the central belief which governs and regulates the whole of human life. (11+)**
*(b) To explain the difference between Tawḥīd and Shirk (partnership of Allāh e.g. Trinity, Polytheism), Tawḥīd and Kufr (disbelief). (13+)**

**Method.** (a) Use *Sūratul Ikhlāṣ* as the main basis of explanation. Emphasize especially : i. Unity ii. Eternity iii. No paternity iv. No comparability. (11+)*
(b) Explain with examples from the world around to focus on the existence of *only one Creator*. Emphasize the scene of *chaos and disorder* which would be evident in the universe if there were more than one Creator. (11+)*
(c) Use *Ayātul Kursī, Sūratul Baqarah* 2 : 255 (13+) *Sūratul Mulk* 67 : 1-18 and *Sūratul Ḥashr* 59 : 22-24 to explain the attributes (Ṣifāt) of Allāh (14+).

**Recommended Reading :**
**The Glorious Qur'ān (English Translation)** *by M. Pickthall*
**The Glorious Qur'ān (English Translation)** *by Yūsuf 'Alī*
**In the Shade of the Qur'ān (vol. 30) (English Translation)** *by Sayyid Quṭb*
**The Qur'ān : Basic Teachings (Selections)** *by Irving, Aḥmad, Aḥsan*
**On Tawhīd and Shirk :** *i. Sūratul A'rāf 7 : 65, 73, 85 ii. Sūratun Naḥl 16 : 36 iii. Sūratul Anbiā' 21 : 25 iv. Sūratul Baqarah 2 : 164 v. Sūratul An'ām 6 : 19 vi. Sūratul Kahf 18 : 110 vii. Sūratut Tawbah 9 : 28, 31 viii. Sūrah Maryam 19 : 35 ix. Sūrah Luqmān 31 : 13 x. Sūratuṣ Ṣāffāt 37 : 4*
**Kufr :** *i. Sūratul Baqarah 2 : 39, 161, 171 ii. Sūratul Mā'idah 5 : 86 iii. Sūratul Anfāl 8 : 36 iv. Sūrah Yūnus 10 : 4 v. Sūratun Naḥl 16 : 39 vi. Sūratul Kahf 18 : 102 vii. Sūrah Sabā' 34 : 3 viii. Sūratul Aḥqāf 46 : 34 ix. Sūrah Muḥammad 47 : 12 x. Sūratul Fatḥ 48 : 26 xi. Sūratul Mulk 67 : 6*

* *Please note that the numbers in brackets refer to the age of the pupils in Secondary schools.*

**Trinity :** *i. Sūratul Mā'idah 5 : 17, 73, 116-118 ii. Sūratun Nisā' 4 : 171 iii. Sūratut Tawbah 9 : 30*
**Islam : Beliefs and Teachings (1982)** *by Ghulam Sarwar — pages 19-24*
**Towards Understanding Islam (1980)** *by S.A.A. Mawdūdī — pages 17-26, 62-72*
**Islam in Focus (1977)** *by Hammūdah 'Abdal'aṭī — pages 1-7*
**Islam at a Glance** *by S.D. Iṣlaḥī — pages 12-18*
**Road to Peace and Salvation** *by S.A.A. Mawdūdī — pages 1-27*
**What Islam Is (1973)** *by M. Manẓūr Nu'mānī — pages 1-6*
**Islamic Faith and Practice (1973)** *by M. Manẓūr Nu'mānī — pages 1-22*

## II. Malā'ikah (Angels) : Status, duties and the names of principal angels.

**Aim.** *To provide a clear understanding of the status and the duties of angels. It has to be emphasized that the belief in angels is a part of faith (Īmān) in Islām. (11+)*

**Method.** (a) Explain clearly the importance of belief in angels. (11+)
(b) Tell the children the names of four principal angels : *Jibrā'īl* (Gabriel), *Mikā'īl* (Michael), *Isrāfīl* (Israfil) and *Malakul Mawt* or *'Izrā'īl* (Azrail) (11+).
(c) Explain that the angels are created from *'Nūr'* (light) and contrast them with the creation of Man and *Jinn*. (11+)
(d) Narrate the status and duties of angels according to the *Qur'ān* and the *Sunnah*. (13+)

**Recommended Reading :**
**The Qur'ān : On Belief in Angels** *by Sūratul Baqarah 2 : 177, 285*
**The Ḥadith : Ṣaḥīḥ Al Bukhārī — Part 1 — English Translation 1973 Ḥadīth No. 47**
**For names of Angels :** *i. Sūratul Baqarah 2 : 97, 98 ii. Sūratus Sajdah 32 : 11 iii. Sūratut Taḥrīm 66 : 4 iv. Sūratuz Zumar 39 : 68*
**On status and duties :** *i. Sūratut Taḥrīm 66 : 6 ii. Sūratun Naḥl 16 : 50 iii. Sūratul Mursalāt 77 : 1-6 iv. Sūratun Nāzi'āt 79 : 1-6 v. Sūratuṣ Ṣāffāt 37 : 1-3 vi. Sūratul Infiṭār 82 : 10, 11*
**On the creation of angels :** *Ṣaḥīḥ Al-Muslim, Ḥadīth No. 2774, Bāb 404 (Kitābuz Zuhd war riqā'iq)*
**On the creation of Man and Jinn :** *i. Sūratul A'rāf 7 : 12 ii. Sūratul Mu'minūn 33 : 12 iii. Sūratuṣ Ṣāffāt 37 : 11*
**Note i :** Reference from the *Qur'ān* and the *Ḥadīth* should be used for the detailed study at higher level preferably at 14+.
**Note ii :** The names of Isrāfīl and 'Izrā'īl are not mentioned in the Qur'ān. Malakul

Mawt is known as 'Izrā'īl (Tafsīr Ibn Kathīr Sūratus Sajdah 32 : 11).
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 27 and 28*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 72-74*
**Elementary Teachings of Islam** *by M. 'Abdul 'Aleem Ṣiddīqī — pages 13-14*

**III. Books of Allāh : i. Names of revealed books ii. To whom revealed iii. Purpose of revelation iv. Preservation v. Distortion of revealed books other than the Qur'ān vi. Special emphasis on the Qur'ān with its unique way of preservation.**

**Aim.** *To provide a clear understanding of the importance of the revealed books and to focus on the need of revealed knowledge as the only source of guidance for mankind. (11+)*

**Method** (a) Explain the need for revealed books which are the sources for divine guidance for human beings. Tell the pupils the names of revealed books e.g. *Suḥuf-i-Ibrāhīm* (Scroll of Abraham), *Zabūr* (Psalm), *Tawrāt* (Torah), *Injīl* (Gospel) and the *Qur'ān* (11+)
(b) Narrate how they were revealed and preserved. (13+)
(c) Emphasize the method of the compilation and preservation of the *Qur'ān* and its importance as the book of complete guidance for mankind. (14+)
(d) Tell the pupils about the change, alterations and distortions in all other revealed books except the *Qur'ān* (14+)

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Baqarah 2 : 2-5, 147, 185 ii. Sūrah Āle 'Imrān 3 : 3, 4, 48, 65, 138 iii. Sūratun Nisā' 4 : 163 iv. Sūratun Naḥl 16 : 89 v. Sūratul Qaṣaṣ 28 : 2 vi. Sūrah Fāṭir 35 : 3 vii. Sūratul A'lā 87 : 19*
(on belief in divine books, the source of guidance, names of the revealed books).
**New English Bible (1970) :** *i. Genesis — chapter 9 verses 20-22 on Noah (Nūh) ii. Genesis — chapter 12 verses 9-21 on Abraham (Ibrāhīm) iii. Genesis — chapter 19 verses 31-37 on Lot (Lūṭ) iv. Genesis — chapter 26 verses 7-11 on Isaac (Isḥāq) v. Gospel of Mathew — chapter 19 verses 16, 17 vi. Gospel of Mark — chapter 10 verses 17, 18*
**On the Qur'ān and its preservation :** *i. Sūrah Āle 'Imrān 3 : 138 ii. Sūratul Isrā' 17 : 9, 87-89 iii. Sūratul Qaṣaṣ 28 : 2 iv. Sūrah Yūnus 10 : 37 v. Sūratul Baqarah 2 : 23 vi. Sūratul Ḥijr 15 : 9*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 29-36*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 74-77*
**Elementary Teachings of Islam** *by 'Abdul 'Aleem Ṣiddīqī — pages 15-16*
**Introduction to Islam (1979)** *by Dr. Ḥamidullāh — paragraphs 142-147*
**Ṣaḥīh Al-Bukhārī (English Translation)** *Ḥadīth No. 1-6 chapter The Book of Revelation.*

**Note :** The Qur'ān is referred to within its text by 55 names, each of which is descriptive of its nature as the complete book of guidance. Some of these names are : *Al-Kitāb, Al-Mubīn, Al-Furqān, Al-Karīm, Al-Burhan, Al-Nūr, Al-Kalām, Al-Hudā, Ar-raḥmah, Ash-Shifā', Al-mu'iẓah, Adh-Dhikr, Al-Ḥikmah, Al-Baiyān, Al-Waḥī, Al-Balāgh, Al-Majīd, At-tanzīl.*

**IV. Anbiā'ullāh and Rusulullāh : (Prophets and Messengers of Allāh). Names mentioned in the Qur'ān, status, mission. All prophets had the same mission of calling people to obedience of Allāh, the one Creator.**

**Aim.** *To introduce the pupils to the names of the prophets and messengers and explain the necessity of prophethood as the channel of communication between Allāh and man. According to the Qur'ān Allāh sent prophets to every nation. Emphasize that the mission of all prophets and messengers was the same : that of calling people to Allāh and urging them to obey His commands leaving aside all forces of evil (Ṭaghūt) (11+)*

**Method.** (a) For names of prophets and messengers, use the poster : *Prophets of Allāh* — published by *the Muslim Educational Trust* as a visual aid. (11+)
(b) Use these Qur'ānic verses to show that a prophet was sent by Allāh to every nation : Sūrah Yūnus 10 : 47, Sūratur Ra'd 13 : 7, Sūratun Naḥl 16 : 36, Sūrah Fāṭir 35 : 24. (12+)
(c) Use these Qur'ānic verses to teach the mission of the prophets and of the Prophet *Muḥammad* (pbuh) — Sūratun Naḥl 16 : 36, Sūratut Tawbah 9 : 33, Sūratul Fatḥ 48 : 28, Sūratuṣ Ṣaf 61 : 9. (13+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 26, 27*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 77-79*
**Islam at a Glance** *by S.D. Islāhī — pages 26-38*
**Elementary Teachings of Islam** *by A. 'Aleem Ṣiddīqī — pages 17-19*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 146-152*

**V. Yawmul Ākhir or Yawmuddīn or Yawmul Faṣl (Day of Judgment) : Meaning, importance and impact on life.**

**Aim.** *To give a clear description of the Day of Judgment and imprint on the minds of the pupils that success on this day is the aim of life in Islām. This should inspire the pupils to conduct their life with a conscious feeling that they have to account for all the actions of their life to Allāh on this fateful day*



**Method.** (a) Begin the lesson telling the pupils that all human beings will die sometime and according to Islam every one shall have to account for their actions of this life to Allāh on a particular day in the life Hereafter. This particular day is called Yawmuddīn, or Yawmul Ākhir. It is also called Yawmul Ḥisāb, Yawmul Jazā', Yawmul Faṣl and Yawmul Qiyāmah. Distinguish this from Ākhirah which refers to the eternal life after death. (11+)
(b) Explain that the success of this day depends entirely on our behaviour on this earth. Those of us who will behave as Allāh commands will be rewarded by an eternal happy life in Jannah (Paradise) and those who disobeyed Allāh's commands will suffer a terrible punishment in Jahannam (Hell). (11+)
(c) Explain *Sūratuz Zilzāl 100 : 1-8 and Sūratul Qāri'ah 102 : 1-11* to give a vivid understanding of the Day of Judgment. (13+)
(d) For more mature pupils Sūratut Takwīr 81 : 1-29 may be explained. (15+)

**Recommended Reading :**
**The Qur'ān — On Yawmuddīn :** *i. Sūratul Fātiḥah 1 :4 ii. Sūratuṣ Ṣāffāt 37 : 20 iii. Sūratul Ma'ārij 70 : 42-44 iv. Sūratul Muṭaffifīn 83 : 5, 6, 11, 12 v. Sūratun Nabā' 78 : 1-4, 17-20.*
**On reward and punishment :** *i. Sūratul Burūj 85 : 10, 12 ii. Sūratul Ghāshiyah 88 : 1-26 iii. Sūratud Dahr 76 : 11-22 iv. Sūratun Nabā' 78 : 21-40.*

**VI. Al-Qadr : (Predestination) : Meaning, Significance and Impact.**

**Aim.** *To give a clear understanding of Al-Qadr as the unique power of Allāh. Emphasize that the concept of Al-Qadr does not contradict the free will of human beings. (13+)*

**Method.** (a) Use *Sūratut Tawbah 9 : 52, Sūratul Qamar 54 : 49, Sūratul Aḥzāb 33 : 38 and Sūratul Ḥadīd 57 : 23, Sūratud Dahr 76 : 107, Sūrah Yūnus 10 : 99, Sūratul An'ām 6 : 107, Sūratul Kahf 18 : 29* to explain that every thing in this world happens according to a predetermined plan of the Almighty Allāh. Nothing in the universe is haphazard. (13+)
(b) Explain clearly that Allāh knows the fate and destiny of all His creatures. He has created Human beings to live according to His commands and He has bestowed *free will* on them to test them in the Hereafter. Free will of human beings does not go against the foreknowledge of Allāh

about the destiny of His creations. (13+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 23, 24*
**The Pillars of Faith** *by Gaafar Sheikh Idrīs — pages 21-22*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 121-125*

### VII. Al-Ākhirah (Life after death) : Meaning and impact on life.

**Aim.** *To give a clear idea of the eternal life after death. Emphasize that one of the corner-stones of Islamic faith is the belief in a permanent and never ending life after death. (11+)*

**Method.** (a) Explain that Ākhirah means the eternal life after death and distinguish it from the specific day of judgment (Yawmul Ākhirah or Yawmuddīn) which is a part of the concept of Ākhirah. (11+)
(b) Make it clear that the entire course of a human's behaviour will be influenced by this belief in the real and unending life after death. (13+)
(c) Use these Qur'ānic verses to teach Ākhirah — *Sūratul Baqarah 2 : 4, 86, 102, 114, 130, 201, Sūrah Āle 'Imrān 3 : 145, Sūratun Nisā' 4 : 77, Sūratul An'ām 6 : 92, Sūratut Tawbah 9 : 38, Sūrah Ibrāhīm 14 : 3, Sūratul Mu'minūn 23 : 74 and Sūratun Naml 27 : 66, Sūratul Qiyāmah 75 : 21, Sūratul A'lā 87 : 17, Sūratul Lail 92 : 13. (14+)*

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 36-38*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 83-86*
**Islam at a Glance** *by S.D. Islahī — pages 19-25*
**What Islam Is** *by M. Manẓūr Nu'mānī — pages 97-111*

### 2. Basic Concepts : i. Tawḥīd (Oneness of Allāh) ii. Risālah (Prophethood) iii. Ākhirah (Life after death).

**Aim.** *To give a clear understanding that the fundamental beliefs mentioned in Al-Īmānul Mufaṣṣal actually mean belief in the three concepts : Tawḥīd, Risālah and Ākhirah. Help the pupils to classify the basic beliefs into these three concepts.*

**Method.** (a) Explain that the entire Islamic system of life revolves around the three concepts of *Tawḥīd, Risālah* and *Ākhirah.* (11+)
(b) Use the sources and the books mentioned earlier to explain these concepts. (11+)

(c) For a detailed discussion on these topics, the following Sūrahs and the books may be consulted. (16+)

**Recommended Reading :**
**The Qur'ān :**
***On Tawḥīd :*** *i. Sūratul Ikhlāṣ 114 : 1-4 ii. Ayātul Kursī (Sūratul Baqarah 2 : 255) iii. Sūratul Mulk 68 : 1-18 iv. Sūratul Hashr 59 : 22-24*
***On Risālah :*** *i. Sūratul Baqarah 2 : 129 ii. Sūrah Yūnus 10 : 47 iii. Sūratur Ra'd 13 : 7 iv. Sūratun Nahl 16 : 36 v. Sūrah Fāṭir 35 : 24 vi. Sūratut Tawbah 9 : 33 vii. Sūratul Fatḥ 48 : 28 viii. Sūratuṣ Ṣaf 61 : 9*
***On Ākhirah :*** *i. Sūratul Qāri'ah 102 : 1-11 ii. Sūratuz Zilzāl 100 : 1-8 iii. Sūratut Takwīr 81 : 1-29 iv. Sūratun Nazi'āt 79 : 1-46 v. Sūratud Dahr 76 : 1-31 vi. Sūratul Qiyāmah 75 : 1-40*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 61-86*
**Islamic Concept of Prophethood** *by S.A.H.A. Nadvī — pages 1-39, 151-188*
**Islamic Faith and Practice** *by M. Manẓūr Nu'mānī — pages 1-73*

**3. Five Basic Duties of Islam :**
***I. Ash-Shahādah (Declaration of faith) :*** **Meaning, Kalimah Ṭayyibah, two parts of Shahādah : Positive and negative.**

**Aim.** *To provide a clear understanding of the five basic duties of Islām (also called five pillars of Islām or Arkānul Islām) and explain clearly that the basis of all Islamic duties is Ash-Shahādah (declaration of faith) also known as Īmān. (11+)*

**Method.** (a) Use the poster *Five Basic Duties of Islām* as a visual aid and explain why Ash-Shahādah is at the centre. (11+)
(b) Write down on the blackboard Kalimah Ṭayyibah or use any calligraphic writing or a neatly written chart or a poster. (11+)
(c) Explain the English meaning of each word of Kalimah Ṭayyibah and make sure that children have grasped them. (11+)
(d) Illustrate the positive and negative aspects of the first part of Ash-Shahādah (Lā ilāha illallāh) (page 20 of Islam : Beliefs and Teachings). (11+)
(e) It must be made clear that the first part of Ash-Shahādah (Lā ilāha illallāh) is the Tawḥīd or belief in the oneness of Allāh. (11+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 19-20, 40-42*
**Towards Understanding Islam** *by S.A.A. Mawdūdī — pages 29-32*

**What Islam Is** *by M. Manẓūr Nu'mānī — pages 1-6*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 23-25*

***II. Ṣalāh (Five compulsory daily prayers)* : Meaning, Purpose and Impact on Life, 'Ibādah and Ṣalāh, Names and Timings of Prayers, Ṭahārah, Wuḍū', Tayammum, Farḍ and Sunnah, Raka'hs, Qaṣr, Jumu'ah and Janāzah, 'Īd and Qaḍā', Tahajjud and Nafillāh, Adhān and Iqāmah.**

**Aim.** *To provide a clear understanding of the meaning and purpose of Ṣalāh with the details of how to perform it. To create an awareness among the children of the need to perform Ṣalāh regularly and to encourage their fellow Muslim pupils to do so. It has to be emphasised that Ṣalāh is the practical demonstration of faith or Īmān.*

**Method.** (a) Ensure that all 11+ pupils know *Sūratul Fātiḥah* and the last ten Sūrahs of the *Qur'ān*. (11+)
(b) Use the poster *How to make Wuḍū' and How to perform Ṣalāh* as a visual aid and for necessary details. (11+)
(c) Explain clearly the names of *Ṣalāh*, timings, units in each prayer, the *Farḍ* prayer, the *Sunnah* and the *Nafillāh*. (11+)
(d) Explain the conditions of *Wuḍū'* and the conditions of *Ṣalāh*. The concept of *Ṭahārah* must be clearly explained to the pupils. (11+)
(e) Try your best to impress on the pupils that conscious, voluntary and regular performance of *Ṣalāh* is vital and absolutely essential to please Allāh and to receive the reward in *Ākhirah*. Regular observance of *Ṣalāh* transforms a believer's life-style, behaviour and conduct. (13+)

**Pupils must know the following verses of the *Qur'ān* about *Ṣalāh* :**
**Purpose of Ṣalāh :** *Sūrah Ṭāha 20 : 14*
**Fixed times :** *Sūratun Nisā' 4 : 103*
**Timing :** *a. Sūratul Isrā' 17 : 78*
*b. Sūratul Baqarah 2 : 238*
*c. Sūrah Hūd 11 : 114*
**Benefit :** *Sūratul 'Ankabūt 29 :45*
**Warning about being careless :** *Sūratul Mā'ūn 107 : 4-5*
**Performance with humility :** *Sūratul Mu'minūn 23 :2*

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Baqarah 2 : 45, 83, 150, 152, 153 ii. Sūrah Ale 'Imrān 3 : 38, 42, 50 iii. Sūratun Nisā' 4 : 103 iv. Sūratul Mā'idah 5 : 6, 12 v. Sūratul An'ām 6 : 71, 72, 92 vi. Sūratul Anfāl 8 : 3 vii. Sūratut Tawbah 9 : 71 viii. Sūrah Ibrāhīm 14 : 37-40 ix. Sūratul Isrā' 17 : 110 x. Sūrah Maryam 19 : 55, 58 xi. Surah Ṭāha 20 : 130-132 xii. Sūratul Anbiā' 21 : 73 xiii. Sūratul Ḥajj 22 : 41, 77, 78 xiv. Sūratul 'Ankabūt 29 : 45 xv. Sūratur Rūm 30 : 31 xvi. Sūratul Aḥzāb 30 : 33 xvii. Sūratul Jumu'ah 62 : 9-11 xviii. Sūratul Mudaththir 74 : 41-43*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 42-74*
**The Childrens' Book of Ṣalāh (1984)** *by Ghulam Sarwar (Full)*
**Fundamentals of Islam (1978)** *by S.A.A. Mawdūdī — pages 93-135*
**What Islam Is** *by M. Manẓūr Nu'mānī — pages 7-20*
**Islam in Focus** *by Ḥammūdah 'Abdal'atī — pages 55-86*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 162-171*
**Ta'leemul Islam (Part II, III, IV)** *Part II 18-34 — Part III 29-86 — Part IV 36-81*

***III. Zakāh (Welfare Contribution)* : Meaning, Purpose, Importance, Rules, One of the basic principles of Islamic Economy. It is neither a tax nor a charity donation; it is a compulsory act of worship.**

**Aim.** *To provide a clear understanding of the meaning and importance of Zakāh and emphasize its purpose and crucial position in the Islamic system of life.*

**Method.** (a) Use the poster *Five Basic Duties of Islam* as a visual aid and explain the meaning and importance of *Zakāh*. (11+)
(b) Illustrate clearly the distinction between *Zakāh* and terms like poor due, income tax and charity.
(c) Explain the position of *Zakāh* in the Islamic system of life and try to make clear to the pupils that it is one of the foundations of Islamic Economy and one of the basic duties ('Ibādah) of Islām. (13+)
(d) Using a chart, explain the rate of *Zakāh* applicable to cash, precious metals, jewellery, cattle and agricultural produce and the like. (13+)
(e) Explain clearly the *eight heads* on which Zakāh has to be spent. (13+)
*Zakāh* is the compulsory payment on savings at a fixed rate. *Ṣadaqah* is voluntary charity. The *Qur'ān* used both words interchangeably. It mentions *Zakāh* immediately after *Ṣalāh*.

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Baqarah 2 : 43, 73, 110, 177, 277 ii. Sūratun Nisā' 4 : 77, 162 iii. Sūratul Mā'idah 5 : 12 iv. Sūratut Tawbah 9 : 5, 11, 18, 60, 71, 103 v. Sūratul Kahf 18 : 81 vi. Sūrah Maryam 19 : 13, 31, 55 vii. Sūrah Fāṭir 35 : 29, 30 viii. Sūratul Muzammil 73 : 20 ix. Sūratul Baiyyinah 98 : 5*
Verse No. 60 of Sūratut Tawbah uses the word *Ṣadaqah* for *Zakāh* and this is the verse where the heads of expenditure are mentioned.

**Islam : Beliefs and Teachings** by Ghulam Sarwar — pages 74-76
**Fundamentals of Islam** *by S.A.A. Mawdūdī — pages 155-179*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 95-98*
**What Islam Is** *by M. Manẓūr Nu'mānī — pages 21-26*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 185-198*

***IV. Ṣawm (Fasting in the month of Ramaḍān) :* Meaning, purpose, importance, conditions, benefits, month of Ramaḍān, Lailatul Qadr, Iftār, Suḥūr, Tarāwīḥ, 'Īdul Fiṭr.**

**Aim.** *To give a clear understanding of Ṣawm as the fourth basic duty of Islam and to explain its importance as a kind of Annual Refresher course of Muslims in the discharge of their responsibilities as the servants of Allāh.*

**Method.** (a) Explain the meaning, purpose and significance of Ṣawm. (11+)
(b) Use the poster *Five Basic Duties of Islam* as a visual aid. Use *'Īd* cards, photographs of *'Īd* greetings and cassette recorders as audio visual aids. (11+)
(c) Explain the timing, conditions and the benefits of Ṣawm. (11+)
(d) Emphasize its importance as a unique method of training Muslims to attain Taqwā with a view to acting as the agents of Allāh on earth. (13+)

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Baqarah 2 : 183-187 ii. Sūratul Aḥzāb 33 : 35 iii. Sūratul Qadr 98 : 1-5*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 76-78*
**Fundamentals of Islam** *by S.A.A. Mawdūdī — pages 139-152*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 87-94*
**What Islam Is** *by M. Manẓūr Nu'mānī — pages 27-29*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 172-176*

***V. Ḥajj (Pilgrimage to Makkah) :* Meaning, purpose, importance, conditions, International Muslim Assembly, sacrifice of animals, Al-Ka'bah, Minā, 'Arafah, Muzdalifah, 'Īdul Aḍḥā.**

**Aim.** *To give a clear understanding of the meaning, importance and significance of this annual event which is one of the basic duties of Islām. It has to be emphasized that Ḥajj incorporates in it the spiritual aspect of a Muslim presenting himself to His Creator and the mundane aspect of the international unity of the Muslim Ummāh (Community).*



**Method.** (a) Begin by explaining the meaning and importance of *Ḥajj*. Use the poster *Five Basic Duties of Islam*, a picture of Ka'bah, and a picture of 'Arafah as visual aids. (11+)
(b) A film on *Hajj* will be a very effective teaching aid. (11+)
(c) Emphasize the inner dimensions of *Hajj* as well as its outer dimensions. (13+)
(d) Project work on *Al-Ka'bah, 'Īdul Aḍḥā*, a journey to *Makkah* and *Madīnah* could be given to pupils. (13+)
(e) All pupils should know the *Talbiyyah* with meaning. *Labbaika Allāhumma Labbaik, Labbaika Lā Sharīka Laka Labbaik Innal Ḥamda Wannī'mata Wal Mulk Lā Sharīka Lak.*

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Ḥajj 22 : 26-30 ii. Sūratul Baqarah 2 : 189, 197 iii. Sūrah Āle 'Imrān 3 : 96, 97 iv. Sūratul Baqarah 2 : 158*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 78-82*
**Fundamentals of Islam** *by S.A.A. Mawdūdī — pages 199-239*
**Introduction to Islam** *by Dr. Ḥamīdullāh — paragraphs 177-184*
**What Islam Is** *by M. Manẓūr Nu'mānī — pages 31-33*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 99-105*

***VI. Jihād :* Meaning, Significance and Purpose. The end result of the Five Basic Duties of Islām.**

**Aim.** *To provide a vivid understanding of the concept of Jihād which is a very misunderstood concept in the West among non-Muslim people.*

**Method.** (a) Begin by explaining the term, relating it to the term *Qitāl* of the *Qur'ān*. (13+)
(b) Explain various stages of *Jihād* starting from one's own self, eventually leading to the preparation for sacrificing wealth and life for the cause of Allāh. (13+)
(c) Point out clearly that Islām has spread by the examples of the Prophet *Muḥammad* (pbuh) and the Muslims. *Jihād* at the final stage is essential to eradicate evil from the world when all other means are exhausted. (13+)

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul 'Ankabūt 29 : 2, 6 ii. Sūrah Āle 'Imrān 3 : 142, 168 iii. Sūratul Baqarah 2 : 153, 154, 190, 193, 214, 216, 244 iv. Sūratut Tawbah 9 : 13-16, 20-24, 29, 38-41, 111 v. Sūratuṣ Ṣaf 61 : 11 vi. Sūratun Nisā' 4 : 75, 76, 95 vii. Sūratul Anfāl 8 : 39*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 81-82*

**Fundamentals of Islam** *by S.A.A. Mawdūdī — pages 243-263*
**Islam in Focus** *by Hammūdah 'Abdal'aṭī — pages 141-152*
**Note :** After teaching the basic duties of *Islām*, it should be emphasized that the purpose of the creation of mankind is the *'Ibādah* (Worship and obedience) of *Allāh*, by carrying out His Commands in all affairs of life, seeking His pleasure and being rewarded in the life after death. These four basic duties of Islām — *Ṣalāh, Zakāh, Ṣawm* and *Ḥajj* are the mains forms of *'Ibādah*. The faithful observance of these main forms of *'Ibādah* help prepare human beings for *Jihād*. *'Ibādah* must lead a believer to *Jihād* and the purpose of *Jihād* is to establish the supremacy of Allāh in all aspects of life.

**4. Concept of 'Ibādah : Its meaning, scope, purpose, impact and significance.**

**Aim.** *To provide a clear understanding of the concept of 'Ibādah which includes all aspects of life. It has to be emphasized that 'Ibādah does not only mean ritual acts of worship like Ṣalāh, Zakāh, Ṣawm, and Ḥajj, but it encompasses also all other aspects of life.*

**Method.** (a) Give a simple, clear explanation of this very important term of Islamic way of life. (11+)
(b) Use the verse No. 56 of Sūrah 51 (Sūratudh Dhāriāt) as the basis of teaching. (11+)
(c) Elaborate and relate this verse with verse No. 19 of Sūrah 3 (Āle 'Imrān) and verses relating to *Ṣalāh, Zakāh, Ṣawm, Ḥajj* and *Jihād*. (13+)
Explain clearly that the purpose of the creation of mankind is *'Ibādah* and this purpose can be achieved only through a conscious and voluntary obedience to the Commands of *Allāh* as given in the Qur'ān and the life example (Sunnah) of the Prophet *Muḥammad* (pbuh). (13+)

**Recommended Reading :**
**The Qur'ān :** *i. Sūratudh Dhāriāt 51 : 56 ii. Sūratul Fātiḥah 1 : 5 iii. Sūrah Ṭāha 20 : 14 iv. Sūratul Baqarah 2 : 21 v. Sūratul A'rāf 7 : 59, 65, 73, 85 vi. Sūrah Hūd 11 : 50, 61, 84*
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 13-15*
**Fundamentals of Islam** *by S.A.A. Mawdūdī — pages 93-100*
**Islam : Its Meaning and Message** *Edited by K. Aḥmad — pages 109-115*

**5. Life of Prophet Muḥammad (pbuh) : Birth, childhood, youth, marriage, commissioning as messenger of Allāh, life at Makkah, hostility of the Makkans, Al-Mi'rāj, Hijrah, Life at Madinah, Battles of Badr, Uḥud, Aḥzāb, Ḥudaibiyah agreement, conquest of Makkah, Hujjatul Widā', death, life at a glance, Accomplishment of the mission as the last messenger of Allāh.**

**Aim.** *To present Prophet Muḥammad's life as the best example for mankind to follow to achieve the purpose of life which is the pleasure of Allāh and be rewarded in the life after death.*

**Method.** (a) Begin by explaining the necessity of sending prophets and messengers by Allāh. Emphasize that Islām began with *Ādam* (pbuh) and was completed with *Muḥammad* (pbuh) who was the last of the chain of prophethood. (11+)
(b) Impress on the pupils the great blessing and mercy which Allāh bestowed on human beings by sending the prophets and messengers to show them how to live according to His commands.
(c) Portray the life of the Prophet *Muḥammad* (pbuh) as *the best example to follow and as Allāh's act of blessing on the Universe.* (11+)
(d) Narrate relevant stories as the teaching goes on.
(e) Explain clearly the mission of the prophets and messengers and show how the prophet *Muḥammad* (pbuh) accomplished this mission in the most superb way.
(f) Show that the meticulous following of the *Qur'ān* and the *Sunnah* of the Prophet *Muḥammad* (pbuh) is the surest way to success in this life and in the life hereafter.

**Recommended Reading :**
**The Qur'ān :** *i. Sūratul Aḥzāb 33 : 21, 40, 45, 46 ii. Sūratul Anbiā' 21 : 107 iii. Sūratul Fatḥ 48 : 28, 29 iv. Sūratuṣ Ṣaf 61 : 9 v. Sūratut Tawbah 9 : 128, 129 vi. Sūrah Yūnus 10 : 47 vii. Sūratur Ra'd 13 : 7 viii. Sūrah Āle 'Imrān 3 : 144*
**Islām : Beliefs and Teachings** *by Ghulam Sarwar — pages 84-124*
**Marvellous Stories from the life of the Prophet Muhammad** *by M.A. Tarantino (Whole book)*
**A Great Friend of Children** *by Islamic Foundation (Whole book)*
**Life of Muhammad** *by A.H. Ṣiddīqī (Whole book)*
**Teachings of Islām** *by Dr. M.I. Geyoushi — pages 53-85*
**Introduction to Islām** *by Dr. Ḥamidullāh — pages 1-14 — paragraphs 1-42*
**Muhammad : Aspects of His Biography** *by Ziauddīn Sardar (Whole book)*

**6. Life of Khulafā'ur Rashidūn (Rightly guided Caliphs) : Abū Bakr Al-Ṣiddīq (RA), 'Umar Al-Fārūq (RA), 'Uthmān Al-Ghanī (RA), 'Alī Al-Murtaḍā (RA).**

**Aim.** *To introduce the lives of the four great rulers of Islām and inspire*

*the pupils to follow the examples set by them as the true followers of the life of the Prophet Muḥammad (pbuh). (13+)*

**Method.** (a) Use the books recommended and provide the pupils with the necessary details about the life of each of four *Khulafā'ur Rashidūn*. (13+)
(b) Make your lessons interesting and lively by telling stories from the lives of these great rulers of Islām. (13+)
(c) Emphasize that these four rightly guided Caliphs tried their best to fully follow the example of the Prophet *Muḥammad* (pbuh). (13+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 129-139*
**Stories of the Caliphs** *by K. Murād & M.S. Kayani (Whole book)*
**The Kingdom of Justice : Stories from the life of Umar** *by Khurram Murād (Whole book)*
**The Glorious Caliphate** *by S. Aṭhar Ḥusain (Whole book)*

**7. Stories of some prominant Prophets of Allāh : i. Ādam (Adam) ii. Nūḥ (Noah) iii. Ibrāhīm (Abraham) iv. Mūsā (Moses) v. 'Īsā (Jesus).**

**Aim.** *To introduce to the pupils the facts about the life of these great prophets and emphasise the basic truth that the mission of all the prophets was to invite people to obey the commands of Allāh. (11+)*

**Method.** (a) Use the recommended books and provide the pupils with the facts as contained in the *Qur'ān* and the *Sunnah*. (11+)
(b) Emphasize the continuity of the message of Allāh which began with *Ādam* (pbuh) and was completed with *Muḥammad* (pbuh), the last of all prophets and messengers. (11+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 148-158*
**The Prophets** *by S.A. Ashrāf — pages 1-13, 31-44, 53-57*
**Lessons from Qur'anic Stories** *by A.M. Raja Muhajir — pages 1-31, 55-67, 126-154*
**Tales of the Prophets** *by A.H.A. Nadvī — pages 1-31, 59-75*

**8. Three Prominant Muslim Women : i. Khadījah ii. 'Ā'ishah iii. Fāṭimah.**

**Aim.** *To provide pupils with the information about the life of these great Muslim women who played a crucial role in the history of Islām. (13+)*

**Method.** (a) Use the books recommended and explain clearly the role played by these great women in the history of Islām. (13+)
(b) Make the point that present day Muslim girls and women should follow the example set by these women. These great women faithfully followed the teachings of Islām as shown to them by the prophet *Muḥammad* (pbuh). (13+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 142-146*
**Khadījah** *by M.S.A. (Whole book)*
**'Ā'ishah** *by Fazal Aḥmad (Whole book)*

**9. Important Personalities : Khālid Bin Walīd, 'Umar Bin 'Abdul 'Azīz, Ḥasan Bin 'Alī, Ḥusain Bin 'Alī, Bilāl Ibn Rabāḥ, Tāriq Bin Ziād, Muḥammad Bin Qāsim, Abū Ḥanīfah, Mālik Bin Anas, Muhammad Bin Idrīs Ash-Shafi'i, Aḥmad Bin Ḥanbal, Imām Ghazālī, Salāḥuddīn Ayyubī, Mujaddid Alf Al-Thānī, Shāh Walī Ullāh, Sayyid Aḥmad Shahīd, Shāh Ismā'īl Shahīd, Ḥasanul Bannā, Sayyid Quṭb, Sayyid Abul A'lā Mawdūdī.**

**Aim.** *To introduce pupils to the contribution of these great Muslim personalities to the cause of Islām. (13+)*

**Method.** (a) Teach briefly the life and contribution of these great Muslim personalities. (13+)
(b) Use recommended reading and other resources which you can collect. (13+)

**Recommended Reading :**
**Khālid Bin Walīd** *by Fazal Aḥmad*
**Muhammad Bin Qāsim** *by Fazal Aḥmad*
**Bilāl Ibn Rabāḥ** *by 'Abdul Rauf*
**Some Companions of the Prophet** *by Fazal Aḥmad*
**Stories of Great Muslims** *by Kh. A. Ḥaye*
**Sayyid Ahmad Shahīd** *by Moḥiuddīn Aḥmad*
**Saviours of Islam** *by S.A.H.A. Nadvī*
**Companions of the Prophet** *by 'Abdul Waḥid Ḥamīd*

**10. Social Life in Islam : *i. Obligations and Duties :* Duties towards Allāh, parents, neighbours, the needy, relatives and non-Muslims *ii. Family Life :* Marriage, duties and rights of husband and wife, status of women, polygamy *iii. Social Manners :* Manners in meeting, talking, eating, keeping promises, rules of trade and business *iv. Basic Qualities :* Cleanliness (Ṭahārah), honesty, truthfulness, perseverence, tolerance, unity, firmness against evil, punctuality, courage, valour and hardwork *v. Prohibitions :* Lying, falsehood, back-biting, gambling, dancing, alcoholism, adultery, obscenity, arrogance, fraud and the like.**

**Aim.** *To acquaint the pupils with the injunctions of the Qur'ān and the Sunnah regarding various aspects of social life so that they can practise them in their own lives. (15+)*

**Method.** (a) Use *Qur'ānic* verses, *Aḥadīth* and other stories from the lives of famous Muslims to make various topics clear to pupils. (15+)
(b) Explain the basis of family life, conditions of marriage and the status of women. (15+)
(c) Ask pupils to participate in the discussion and remove any misunderstanding which they might have on any topic taught under this heading.

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 165-172, 186-202*
**A Day with the Prophet** *by Aḥmad Von Denffer (Full book)*
**Family Life in Islam** *by Khurshīd Aḥmad (Full book)*
**Woman in Islam** *by 'Ā'isha Lemu and Fāṭima Heeren (Full book)*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 113-126, 164-184*
**Introduction to Islam** *by Dr. Ḥamīdullāh — pages 134-135 — paragraphs 380-405*

**11. Islamic Political System : Basic Features : Sovereignty of Allāh, Vicegerency (Khilāfah) of man, Shūrā (Assembly), Equality before the Law, Accountability of rulers, Independence of Judiciary, Duties of Islamic State, Difference between Muslim and Islamic State.**

**Aim.** *Introducing pupils to the main features of Islamic political system and despelling the wrong notion of the separation of religion and politics. (15+)*



**Method.** (a) Explain that Islām is a complete system of life and it encompasses all aspects of life, and politics is one of the most important of these aspects. (15+)
(b) Point out clearly that in Islām no distinction exists between religion and politics. (15+)
(c) Explain the main features of the Islamic State and introduce the pupils to the first model Islamic State established by the Prophet *Muḥammad* (pbuh) at *Madīnah*. (15+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 177-180*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 130-138*
**Introduction to Islam** *by Dr. Ḥamīdullāh — pages 93-105 — paragraphs 258-299*
**Islam : Its Meaning and Message** *Edited by K. Aḥmad — pages 147-171*
**Islamic Faith and Practice** *by M. Manẓūr Nu'mānī — pages 133-150*

**12. Economic System of Islam : Basic principles : Ḥalāl (lawful) earning and expenditure, Prohibition of Ḥarām (unlawful) earning and expenditure, Compulsory payment of Zakāh, Prohibition of Ribā (Interest), Laws of Inheritance (Mīrāth), Guarantee of basic needs by the Islamic State, Social Welfare and Ṣadaqah (Voluntary charity).**

**Aim.** *To provide basic information about the economic system of Islām which ensures social justice and an equitable distribution of wealth. (15+)*

**Method.** (a) Explain the basic features of the Islamic Economic system and emphasize the concepts of *Ḥalāl* and *Ḥarām* in the economic life of man. (15+)
(b) Explain clearly the inter-relationship of the compulsory payment of *Zakāh* and the total prohibition of *Ribā* (Interest). (15+)
(c) Emphasize social welfare which is ensured by the system of *Zakāh* and *Sadaqah*. It has to be pointed out that every aspect of life in Islām is governed by the laws of the *Qur'ān* and the *Sunnah* and the objective is to achieve the pleasure of Allāh. (15+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 173-176*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 126-130*

**Introduction to Islam** *by Dr. Ḥamidullāh — pages 121-133 — paragraphs 337-379*
**Economic Problem of Man and its Islamic Solution** *by S.A.A. Mawdūdī (Whole book)*
**Objectives of the Islamic Economic Order** *M. 'Umar Chapra (Whole book)*
**Islam and the Theory of Interest** *by Anwār Iqbāl Qureshī (Whole book)*
**Islamic Faith and Practice** *by M. Manẓūr Nu'mānī — pages 111-116*

### 13. Sources of Sharī'ah (Islamic Law) : i. The Qur'ān ii. The Sunnah iii. Ijmā' (Consensus) iv. Qiyās (Analogy).

**Aim.** *To give an idea to the pupils about the sources of Islamic Sharī'ah and acquaint them with the basic information to prepare the ground for further study. (15+)*

**Method.** Explain the terms *Sharī'ah, Fiqh, Ijmā', Qiyās, Halāl, Ḥarām, Mandūb, Makrūh. (15+)*
(b) Explain clearly the two main sources of the Islamic law : The *Qur'ān* and the *Sunnah*. The pupils must know the names of the most famous Islamic Jurists. (15+)
(c) Point out clearly that all the Jurists in Islām are in unity on the fundamental matters of *Tawḥīd, Risālah, Ākhirah*, basics of *Ṣalāh, Sawm, Zakāh* and *Ḥajj*. The difference of opinion exists in matters of detail. The pupils should be asked to study the details later on in life. (15+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 161-164*
**Introduction to Islam** *by Dr. Ḥamidullāh — pages 106-120 — paragraphs 300-336*
**Islamic Law and Constitution (1969)** *by S.A.A. Mawdūdī — pages 37-88*
**Islamic Law (1970)** *by Dr. Sa'īd Ramadān — pages 33-51*

### 14. Sūratul Fātiḥah and the last ten Sūrahs of the Qur'ān :

**Aim.** *To help pupils to memorise these Sūrahs and know their meaning in order to be able to recite them correctly while performing Ṣalāh.*

**Method.** (a) Use a cassette recorder and ask the children to listen first to a standard recitation and then to recite it themselves. (11+)
(b) Help the children to know the meaning of the Sūrahs and test them to see that they have actually learned the meaning. (11+)



**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 68-73*
**In the Shade of the Qur'ān** *by Sayyid Quṭb (English Translation) — vol. 30 (1979) — pages 293-366*
**Recitation of the Qur'ān (Cassette)** *by Al-Ḥossari (Last 20 Sūrahs) (This cassette is for teaching purpose)*

### 15. Muslim Countries : Names, Population, Resources and Potential.

**Aim.** *To acquaint the pupils with the geography of the Muslim world and provide them with basic information about the Muslim countries so that they can feel proud of belonging to the great Muslim Ummah of over one billion. (13+)*

**Method.** (a) Use the map of the Muslim world published by Islamic Foundation, Leicester, as a visual aid. Ask the pupils to write down the names of Muslim countries with their population and area. (13+)
(b) Provide the pupils with basic information about the resources of the Muslim countries and their economic and political potential. (15+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 203-216*
**World Muslim Gazetteer** *Edited by In'āmullāh Khan*

### 16. Miscellaneous Topics : i. Dietary regulations ii. Dress iii. Festivals iv. Sports v. Amusements.

**Aim.** *To provide relevant information on these topics to enable the children to act upon them. (11+)*

**Method.** (a) Teach the Islamic rules of food and dress and explain the rationality behind these rules. (11+)
(b) Use charts, photographs etc. to make teaching interesting and effective. (11+)

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar — pages 181-185*
**Islam in Focus** *by Ḥammūdah 'Abdal'aṭī — pages 110-113*

### 17. Comprehensive Study : i. Islām and other Religions of the World ii. Islām, Capitalism and Socialism iii. Islām and Science

**iv. Islām and Art v. Muslim contribution to Science and Civilisation.**

**Note :** These topics are meant for the mature pupils of over 16. There are books which have to be studied in depth to give a clear picture of the topics mentioned here. The select bibliography at the end of this book will be of help to those interested. The teacher should guide interested students in the selection of books.

**18. Projects : Al-Ka'bah, Masjidun Nabī, Dome of the rock in Jerusalem, Islamic Art and Architecture, Islamic Calligraphy, Status of women, Crime and Punishment, Polygamy, Islamic Da'wah, Organisation of Muslim Youth, Islām and Science, Islām and Social Welfare, Islām and Contemporary Challenges, Jihād in Islām, Islām and non-Muslims, Muslims and Economic Development, Marriage in Islām, Islamic Festivals.**

**Note :** Projects on above topics can be given to pupils aged 11+ depending on their level of understanding and knowledge.





# Syllabus and Guidelines for Junior Schools

## *(Age 8-11)*

### *1st Year (Age 8)*

**Topics :**

i. **Al-Īmānul Mufaṣṣal — Meaning in English.**
ii. **Memorise Sūratul Lahab, Sūratun Naṣr, Sūratul Kāfirūn.**
iii. **Memorise Tashahhud and Darūd (Aṣ-Ṣalāh 'alan Nabiyy).**
iv. **Sīrah : First revelation, Names of four first Muslims, call from Mount Ṣafā, Hostility of the Quraish.**
v. **How to perform Ṣalāh : Conditions, Takbīratut Taḥrīm, Recitation of Thanā', Ta'awwudh and Tasmiyah, Sūratul Fātiḥah, Recitation of another Sūrah, Ruku', Tasbīḥ at Ruku', Sajdah, Tasbīḥ at Sajdah, Jalsah, Tashahhud and Darūd, Du'ā' and Salām.**
vi. **Mar'ūf and Munkar : 4 short ones.**

**Guidelines :**

i. Help children to learn the meaning of each word of *Al-Īmānul Mufaṣṣal.*
ii. Use self-made charts or calligraphic posters to help children to memorise the topics under No. ii and iii of the above syllabus.
iii. Narrate how and where the Prophet received the first revelation. Children should know the first revealed verse preferably with meaning. The main incidents from the receipt of revelation to the hostile reaction of the Makkans should be narrated to children in a simple way.
iv. Children should be taught how to perform Ṣalāh with practical demonstration and the use of poster *How to make Wuḍū' and How to perform Ṣalāh* will be useful.

**Recommended Reading :**

**Islam for Younger People** *by Ghulam Sarwar*
**The Children's Book of Islam Part II** *by M.M. Aḥsan*

**The Children's Book of Ṣalāh** *by Ghulam Sarwar*
**Islam for Children** *by Aḥmad Von Denffer*
**A Question and Answer Synopsis on the Life of Muhammad** *by Bashīr Aḥmad Anṣarī*

## *2nd Year (Age 9)*

### Topics :

i. **Memorise Sūratul Kauthar, Sūratul Mā'ūn, Sūratul Quraish and Sūratul Fīl.**
ii. **Ṣawm (Fasting in Ramaḍān) : Meaning and purpose, Time, Iftār, Tarāwīḥ, Suḥūr, Lailatul Qadr, I'tikaf and 'Īdul Fiṭr.**
iii. **Sīrah : Migration of Muslims to Abyssinia, Efforts by the unbelievers to get them extradited from Abyssinia, 'Umar and Hamzah's acceptance of Islām, Boycott and confinement.**
iv. **Memorise Du'ā Al-Qunūt, Sajdatus Sahw.**
v. **Two Du'ās from the Qur'ān.**

### Guidelines :

i. Use self-made charts, black-board and calligraphic posters to teach item No. i, iv and v of the syllabus.
ii. Explain the meaning of *Sawm* and provide the basic details of the time of fasting (note especially the beginning time is Dawn and not sun-rise), Iftār, Tarāwīḥ, Suḥur, Lailatul Qadr, I'tikaf and 'Īdul Fiṭr. Posters and photographs of a new moon, 'Īd gatherings and congregation of Tarāwīḥ and of Jumu'atul Widā' should be used to give visual effect.

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar*
**The Children's Book of Islam Part II** *by M.M. Aḥsan*
**Islam for Children** *by A.V. Denffer*
**The Children's Book of Ṣalāh** *by Ghulam Sarwar*
**Marvellous Stories from the Life of Muḥammad** *by M.A. Tarantino*

## *3rd Year (Age 10)*

### Topics :

i. **Meaning of Sūratul Fātiḥah in English.**
ii. **Salātul Witr : How to perform it.**
iii. **Ḥajj : Meaning and purpose, Important places to be visited —**

**Makkah, Minā, 'Arafah, Muzdalifah, Madīnah, Sacrifice of animals, 'Īdul Aḍḥā. Memorisation of Talbīyah.**

iv. **Sīrah : Death of Abū Ṭālib and Khadījah, The incident of Tā'if, Al-Mi'rāj, Covenants of Al-'Aqabah.**

v. **Islamic manners.**

### Guidelines :

i. Use a poster with *Sūratul Fātiḥah* written in Arabic and English transliteration with its English meaning.

ii. Demonstrate how to perform *Salātul Witr* specifying when to recite *Du'ā Al-Qunūt*.

iii. Use pictures of *Ka'bah* and *Ḥajj* to teach topic iii. A film on *Ḥajj* will make the lesson really worthwhile.

iv. Narrate the events from the death of *Abū Ṭālib* to the covenants of *Al-'Aqabah* while teaching item No. iv of the topics.

v. Children should be taught to learn the Islamic manners as given on page 60 of the book *Islam for younger people*.

**Recommended Reading :**

**Islam for younger people** *by Ghulam Sarwar*
**The Children's Book of Islam Part II** *by M.M. Aḥsan*
**Islam for Children** *by A. V. Denffer*
**The Children's Book of Ṣalāh** *by Ghulam Sarwar*

## *4th Year (Age 11)*

### Topics :

i. **Meaning of Sūratul Ikhlāṣ and Sūratul Kauthar in English.**

ii. **Salātul Jumu'ah and Qaḍā' of any Ṣalāh.**

iii. **Zakāh : meaning and purpose; general principles.**

iv. **Sīrah : Hijrah of the prophet to Madīnah, Battles of Badr, Uḥud and Aḥzāb, Ḥudaibiyah Agreement, Conquest of Makkah, Farewell Address, Mission completed.**

v. **Duties towards Parents : The Qur'ānic verses and two Aḥadīth.**

### Guidelines :

i. Use self-made charts, black-board or calligraphic posters to teach the meaning of the *Sūratul Ikhlāṣ* and *Sūratul Kauthar*.

ii. Explain and demonstrate how to perform Salatul Jumu'ah and *Qaḍā'* of any *Ṣalāh*.

iii. Explain the meaning and purpose of *Zakāh* and outline briefly the basic principles of *Zakāh*.
iv. Use the book *Islam : Beliefs and Teachings* to teach the topics under *Sīrah*.
v. For the English translation of the Qur'ānic verses and the two Aḥadīth about duties towards parents, use the book *Islam : Beliefs and Teachings*.

**Recommended Reading :**
**Islam : Beliefs and Teachings** *by Ghulam Sarwar*
**Islam for Younger People** *by Ghulam Sarwar*
**The Children's Book of Salāh** *by Ghulam Sarwar*
**The Children's Book of Islam Part II** *by M.M. Aḥsan*
**Marvellous Stories from the Life of Prophet Muḥammad** *by M.A. Tarantino*
**Love at Home** *by Khurram Murād*
**Note :** This syllabus and the Syllabus for Evening and Weekend schools should be considered complimentary to one another.



# 4

# Syllabus and Guidelines for Infant Schools

## *(Age 5-7)*

Very special care and skill is needed in teaching children of the 5-7 age group. The education given at this stage of life is particularly crucial as it lays the foundation of child's education and career. Teaching of Islam to children to this age requires particular expertise and careful planning. Absolute truths, facts and abstract ideas have to be brought home through stories, examples, anecdotes and audio-visual aids. The examples shall have to be chosen from the situation around so that the child can easily grasp them.

Every care has to be taken to see that the child is not overloaded with too many facts. The objective is to pass on the basic ideas in a way that is appropriate to their level of understanding.

### *1st Year (Age 5)*

**Topics :**

**i. Allāh, Islām, Muslim, Īmān, Memorise and learn the meaning of Assalāmu 'alaikum, Wa 'Alaikumus Salām, Tasmiyah (Bismillāh), Ta'awwudh, Kalimah Ṭayyibah.**
**ii. Basic beliefs, Introduce words like Ṣalāh, Zakāh, Ṣawm, Ḥajj, Wudū', Adhān, Takbīr.**
**iii. Selected stories on Allāh, Good Muslims and Good actions.**

**Guidelines :**

i. Introduce the children to the idea of one Creator using the pages 7-9 of the book *Islam for Younger People*.
ii. Tell interesting stories to illustrate that Allāh knows everything everywhere.
iii. Introduce the children to the love and kindness of Allāh by giving practical examples of what Allāh bestowed on us.

**Recommended Reading :**
**Islam for Younger People** *by Ghulam Sarwar*
**The Children's Book of Islam Part I** *by Islamic Foundation*

**Assalāmu 'Alaikum** *by Islamic Foundation*
**Muslim Nursery Rhymes** *by M.Y. McDermott*

### Teaching Aids :

i. Use a calligraphy of the word *Allāh* when teaching about the Creator. Ask the children to use a colouring book to copy the calligraphy of the word *Allāh*.
ii. Use calligraphic posters and pictures to teach Salām and its reply, Tasmiyah, Ta'awwudh and Kalimah Ṭayyibah.

## *2nd Year (Age 6)*

### Topics :

**i. Al-Īmānul Mufaṣṣal — Memorisation (Ḥifz).**
**ii. Names of principal angels and revealed books of Allāh.**
**iii. Five Basic Duties : Shahādah, Ṣalāh, Zakāh, Ṣawm and Ḥajj (Arabic words and English meaning).**
**iv. Memorisation of Sūratul Fātiḥah.**
**v. Memorisation of two Du'ās.**
**vi. Qualities of good Muslim : Truthfulness, honesty, obedience, kindness, respect for elders, love for young ones.**
**vii. The Prophet Muḥammad : Year of his birth, his father, his mother, grandfather, uncle, foster-mother and family.**
**viii. Ma'rūf (Good) and Munkar (Bad) or Do's and Don'ts — Four short ones with meaning.**

### Guidelines :

i. Help the children to memorise *Al-Īmānul Mufaṣṣal*, in Arabic.
ii. Use the poster *Five Basic Duties of Islam* to teach the names of the basic duties and tell them the English meaning of each of the duties.
iii. Help the children to memorise *Sūratul Fātiḥah* and two short *Du'ās*.
iv. Tell or read out stories about truthfulness, honesty, obedience, kindness, respect for elders and love for young ones.
v. Use a calligraphy with the name of *Muḥammad* (pbuh) and tell the children the qualities of a good Muslim.
vi. Introduce the words *Ma'rūf* (Good) and *Munkar* (Bad) and teach the four short verses from the Qur'ān about Do's (Ma'rūf) and Don'ts (Munkar).

**Recommended Reading :**
**Islam for Younger People** *by Ghulam Sarwar*



**Children's Book Part I** *by Islamic Foundation*
**The Children's Book of Ṣalāh** *by Ghulam Sarwar*
**Love All Creatures** *by Islamic Foundation*
**Islamic Rhymes for Muslim Children** *by M.Y. McDermott*
**The First Man on Earth** *by Muslim Welfare House*

## *3rd Year (Age 7)*

### Topics :

**i. Brief introduction of the Five Basic Duties : Shahādah, Ṣalāh, Zakāh, Ṣawm and Ḥajj.**
**ii. 'Ibādah, meaning and simple explanation.**
**iii. Memorisation of Thanā', Kalimah Shahādah and Sūratun Nās, Sūratul Falaq and Sūratul Ikhlāṣ.**
**iv. Names of Ṣalāh, Timings, Units in Ṣalāh, Qiblah, Adhān, Iqāmah and how to make Wuḍū'.**
**v. Concept of Ṭahārah.**
**vi. Names of ten Prophets of Allāh.**
**vii. Sīrah : Childhood, marriage, meditation, cave Ḥirā'.**
**viii. Ma'rūf and Munkar or Do's and Don'ts — 4 short ones.**

### Guidelines :

i. Explain briefly and in simple words each of the five basic duties of Islam. Use the poster *Five Basic Duties of Islām*. You may also use a photograph of *Ka'bah* and any other material suitable for teaching topic i. given above.
ii. Explain briefly the term *'Ibādah* and tell the children that Allāh created us for His *'Ibādah* (worship and obedience).
iii. Use self-made charts, black-boards or calligraphic material to help children memorise Thanā', Sūratun Nās, Sūratul Falaq and Sūratul Ikhlāṣ.
iv. Use the poster *How to make Wuḍū' and How to perform Ṣalāh* to teach the details about Ṣalāh.
v. Use the book *Islam for Younger People* to teach item No. vi about Sīrah.
vi. Use a cassette recorder to teach *Adhān*.

**Recommended Reading :**
**Islam for Younger People** *by Ghulam Sarwar*
**Islamic Rhymes for Muslim Children** *by M.Y. McDermott*
**A Great Friend of Children** *by Islamic Foundation*
**The Children's Book of Salāh** *by Ghulam Sarwar*
**The Brave Boy** *by M.S. Kayani & K. Murād*
**Love at Home** *by Khurram Murād*

5

# Syllabus and Guidelines for Pre-School Children

## *(Age 3-5)*

It is important that the Muslim parents should take every care to see that their children grow up with a sound basis of their own faith and culture. A child should be introduced to the basic matters of faith in a happy and lively way. The parental responsibility especially, the role of the mother at this stage of life (3-5 years) is of crucial importance.

An attempt is made below to suggest a syllabus for Islamic orientation of pre-school Muslim children.

### Topics :

**i. Introduction to Arabic and English alphabets.**
**ii. Introduction to the words like : Allāh, Islām, Muslim, Īmān, Salām, Ṣalāh, Zakāh, Ṣawm, Makkah, Ka'bah, Madīnah, Masjid, Ḥajj, Shahādah, Kalimah, Bismillāh, Rasūl, Malā'ikah, Ākhirah, Wuḍū', Adhān, Ghusl, Qiblah, Ḥalāl, Ḥarām and Muḥammad.**
**iii. Recitation of Tasmiyah, Ta'awwudh and Sūratul Fātiḥah.**
**iv. Method of Islamic greeting and its reply.**
**v. Names of four great angels, revealed books, names of six great prophets : Ādam (Adam), Nūḥ (Noah), Mūsā (Moses), Dawūd (David), 'Īsā (Jesus), and Muḥammad.**
**vi. Adhān, Names of Ṣalāh.**
**vii. Muslim Nusery Rhymes**
**viii. Counting Numbers (1-10).**

### Guidelines :

i. Decorate the class-room beautifully with pictures of the *Ka'bah, Masjidun Nabī, Qubbatuṣ Ṣakhrah* (Dome of the rock), Muslim World Map, Calligraphy of the words : *Allāh, Muḥammad, First Kalimah, Tasmiyah*, posters like : *3 Sacred places of Islām, 5 Basic duties of Islām, Prophets of Allāh, How to make Wuḍū' and How to perform Ṣalāh* and natural scenery.
ii. Use boldly written coloured cards to introduce Arabic and English alphabets.
iii. Show the children how to make words which are given under topic No. ii of the Syllabus. Note here that the teaching has to be spread over a period of three years.
iv. Use the book 'Muslim Nursery Rhymes' for singing.
v. Read out interesting moral stories to the children.
vi. Use cassette recorders to teach recitation of Tasmiyah, Ta'awwudh, Kalimah and Sūratul Fātiḥah.
vii. Use slides, posters, and colourful calligraphy for audio-visual effect.
viii. Encourage the children to use Muslim World Colouring books.
ix. Use *Chorus* and *Drill* method to teach recitation, alphabets and numbers.
x. Encourage the children to get together, play and work together.
xi. Show the children how a Muslim greets another Muslim and what to say in reply.
xii. Show the children how to eat, respect elders and love young ones.
xiii. Maintain a happy and joyous atmosphere.
xiv. Make children understand the love and kindness of Allāh giving examples of His blessings and favours.

6

# Syllabus and Guidelines for Evening and Weekend Schools

## *(Madrasahs)*

It is heartening that the Muslim Community in Britain have taken commendable steps to teach the Qur'ān and Islām to their children by organising supplementary education of their children in Evening, Weekend and Summer schools. In almost every area where there are Muslim families, arrangements have been made for offering congregational Ṣalāh and teaching the Qur'ān and Islām to children. This demonstrates the determination and will of the community to preserve their distinct cultural identity and to discharge their Islamic obligations.

### *Syllabus*

**Age : 5**

**Qawā'idul Qur'ān*** : *Lessons 1-27*

**Ḥifz** : *Tasmiyah (Bismillāh), Ta'awwudh, First Kalimah, Adhān and Iqāmah.*

**Age : 6**

**Qawā'idul Qur'ān** : *Lesssons 28-55*

**Ḥifz** : *Thanā', Sūratul Fātiḥah, Kalimah Ash-Shahādah, Two brief Qur'ānic Du'ās, Four short Ma'rūf and Munkar.*

**Age : 7**

**Reading of the Qur'ān** : *Juz 1-5*

**Ḥifz** : *Everything recited in the performance of Ṣalāh. Suratun Nās, Sūratul Falaq, Sūratul Ikhlāṣ and Sūratul Kauthar and Al-Īmānul Mujmal (Faith in brief).*

**Age : 8**

**Reading of the Qur'ān** : *Juz 6-10*

**Ḥifz** : *Al-Īmānul Mufassal, Du'ā after Adhān, Sūratul Lahab, Sūratun Nasr, Sūratul Kāfirūn, Four short Ma'rūf and Munkar.*

**Age : 9**

**Reading of the Qur'ān** : *Juz 11-15*

**Ḥifz** : *Du'ās for Suḥur, Iftār, Tarāwīḥ and two Qur'ānic Du'ās, Kalimah Raddil Kufr, Sūratul Mā'ūn, Sūratul Quraish, Sūratul Fīl and Du'ā Al-Qunūt and three short Ma'rūf and Munkar.*

**Age : 10**

**Reading of the Qur'ān** : *Juz 16-20*

**Ḥifz** : *Details of Salātul Jumu'ah, Sajdatus Sahw, Sūratul Humazah, Sūratul 'Asr, Sūratut Takāthur, Ṣalātul Witr, Ṣalātul 'Īd, two Ma'rūf and Munkar with meaning.*

**Age : 11**

**Reading of the Qur'ān** : *Juz 21-25*

**Ḥifz** : *Ṣalātul Qaḍā', Salātul Qaṣr, Sūratul Qāri'ah, Sūratuz Zilzāl, Sūratul Qadr, six short Ma'rūf and Munkar.*

**Age : 12**

**Reading of the Qur'ān** : *Juz 26-30*

**Ḥifz** : *Ṣalātul Janāzah, Sūratut Tīn, Sūratun Nashraḥ, Suratud Duḥā, two Qur'anic Du'ās and four Ma'rūf and Munkar.*

**Age : 13**

**Study of the Qur'ān** : *i. Al-Baqarah 2 : 183-210 ii. An-Nisā' 4 : 43-50, 77-86, 135-141.*

**Revision of the reading of the Qur'ān**

**Ḥifz** : *Complete Ṣalāh with the meaning in English and the Mother Tongue of the pupils. Meaning of Sūratul 'Aṣr, Sūratul Falaq and Sūratun Nās.*

**Age : 14**

**Study of the Qur'ān** : *i. Al-Mā'idah 5 : 6-11, 90-94 ii. At-Tawbah 9 : 25-29, 38-42, 60-66 iii. An-Naḥl 16 : 90-100.*

**Revision of the reading of the Qur'ān**

**Ḥifz** : *Meaning of Sūratul Lahab, Sūratun Naṣr, Sūratul Kāfirūn, Sūratul Kauthar, Sūratul Mā'ūn, Sūratul Quraish and Sūratul Fīl, 3 Qur'ānic*

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* ***Qawā'idul Qur'ān*** *is available from 25 Hare Street, Rochdale, Lancashire. Teachers are free to use :* ***Yassarnal Qur'ān*** *or any other elementary book for teaching the reading of the Qur'ān.*

*Du'ās, four Ma'rūf and Munkar.*

## Age : 15

**Study of the Qur'ān :** *i. An-Nūr 24 : 27-34, 58-61 ii. Luqmān 31 : 1-19 iii. Al-Aḥqāf 46 : 11-20 iv. Al-Fatḥ 48 : 1-11 v. Al-Ḥujurāt 49 : 1-18.*

**Revision of the reading of the Qur'ān**

**Ḥifz :** *Meaning of Sūratul Humazah, Sūratut Takāthur, Suratul Qāri'ah, Sūratuz Zilzāl, Sūratul Qadr, Sūratut Tīn, Suratud Duḥā, Sūratun Nasharaḥ, four Ma'rūf and Munkar.*

## Suggestions :

The Prophet Muḥammad (pbuh) said : *The best of you is he who has learnt the Qur'ān and then taught it.* Therefore, all teachers should be aware that they have to do this important job with particular care and skill.

All Islamic teachers in the mosques and other places engaged in the teaching of the reading of the Qur'ān and the basics of Islām should remain very careful about the paramount importance of their duty towards the children whom they teach. They should teach the correct pronunciation of the reading of the Qur'ān with all its requirements.

The children should be taught the correct way of making Wuḍū' and performing Ṣalāh. This is important as whatever, the child learns at this stage remains with him throughout his life.

The teachers should do their best to impress on their pupils above the age of 10, to try to learn the meaning of the Qur'ān as they read it. The understanding of the Qur'ān has a tremendous impact on the minds and actions of people who read it.

The basic rules of Ṭahārah and essential Fiqh should be taught with due care and without going into the details of differing opinions except the obvious ones. Children will be able to learn different interpretations as they grow up.

7

# A Select Bibliography on Islamic Education

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| 2 | **Curriculum & Teacher Education** | *Edited by Prof. M. Ḥamīd Al Afendi & Prof. Nabī Aḥmad Baloch, London, 1980.* |
| 3 | **Education and Society in the Muslim World** | *Edited by Dr. Wasiullāh Khān, London, 1981.* |
| 4 | **Muslim Education in the Modern World : A Survey** | *Edited by Dr. Syed 'Alī Ashrāf, Asst. Editor Dr. G.N. Saqib, London, 1983.* |
| 5 | **Root Islamic Education** | *S. 'Abdul Ḥaq, London, 1983.* |
| 6 | **Parent's Manual** | *North American Islamic Trust, 1977.* |
| 7 | **Islamic Education** | *A.L. Tibawī, London, 1972.* |
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| 9 | **Principles of Islamic Education** | *K. Aḥmad, Lahore, 1978.* |
| 10 | **Crisis in Muslim Education** | *Dr. S.S. Ḥusain, Dr. S.A. Ashrāf, London, 1979.* |
| 11 | **Between Two Cultures** | *Dr. M. Anwār, London, 1981.* |
| 12 | **Young Muslims in Multi-Cultural Society** | *Dr. M. Anwār, London, 1982.* |
| 13 | **Muslim Education** *(Quarterly Journal)* | *The Islamic Academy, Cambridge.* |
| 14 | **Journal Institute of Minority Affairs** | *King Abdulaziz University, Jeddah, Saudi Arabia.* |

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| 15 | **News & Views on Muslim Education** *(Bi-monthly Magazine)* | *World Centre for Islamic Education, Makkah, Saudi Arabia.* |
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| 19 | *Inaugural Speech at the Regional Seminar on* **Muslim Education in Great Britain** | *Shaikh Ahmad Ṣalāh Jamjoom, Makkah, 1976.* |
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| 21 | **Muslim Education in Great Britain** *(Published paper)* | *A. 'Omar Naṣeef, London, 1981.* |
| 22 | **Islamic Education & Single-sex School** | *Dr. M. Iqbāl, London, 1975.* |
| 23 | **Books on Islam in English** | *Compiled by Ghulam Sarwar, London, 1983.* |
| 24 | **Iqbal's Educational Philosophy** | *K.G. Sayyidain, Lahore, 1971.* |

# Islamic Books for Schools

## For Primary School *(5-11 age group)*

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|---|---|---|
| 1 | **Islam For Younger People** | *Ghulam Sarwar, London, 1981.* |
| 2 | **Muslim Nursery Rhymes** | *M. Y. McDermott, Leicester, 1981.* |
| 3 | **Islamic Rhymes for Muslim** | *M. Y. McDermott, Leicester, 1981.* |
| 4 | **Assalamu Alaikum** | *Islamic Foundation, Leicester, 1981.* |
| 5 | **Love All Creatures** | *Islamic Foundation, Leicester, 1983.* |
| 6 | **A Great Friend of Children** | *Islamic Foundation, Leicester, 1981.* |
| 7 | **The Children's Book of Islam Part I & II** | *Islamic Foundation, Leicester, 1979.* |
| 8 | **Muslim Crossword Puzzles** | *Arshad Gamiet, Leicester, 1981.* |
| 9 | **Love At Home** | *Khurram Murād, Leicester, 1983.* |
| 10 | **The Brave Boy** | *M. S. Kayani & K. Murād, Leicester, 1982.* |
| 11 | **Love Your God** | *Khurram Murād, Leicester, 1982.* |
| 12 | **Love Your Brother, Love Your Neighbour** | *Khurram Murād, Leicester, 1982.* |
| 13 | **Islamic Quiz Book I & II** | *J. N. Ṣiddīqī, London, 1980.* |
| 14 | **The First Man on Earth** | *Muslim Welfare House, London, 1979.* |
| 15 | **Qur'anic Alphabet** | *Islamic Circle Organisation, London, 1983.* |

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| 16 | **Elementary Teachings of Islam** | *'Abdul 'Aleem Ṣiddīqī, Karachi, 1970.* |
| 17 | **Taleemul Islam (Part I & II)** | *Muftī Kifāyatullāh, Lahore, 1973.* |
| 18 | **The Children's Book of Ṣalāh** | *Ghulam Sarwar, London, 1984.* |

## For Lower Secondary School *(11-13 age group)*

| | | |
|---|---|---|
| 1 | **Islam : Beliefs and Teachings** | *Ghulam Sarwar, London, 1982.* |
| 2 | **Islam For Children** | *A. V. Denffer, Leicester, 1981.* |
| 3 | **A Great Friend of Children** | *Islamic Foundation, Leicester, 1981.* |
| 4 | **The Kingdom of Justice** | *Khurram Murād, Leicester, 1983.* |
| 5 | **Stories of the Caliphs** | *K. Murad & M.S. Kayani, Leicester, 1982.* |
| 6 | **The Pillars of Faith** | *G.S. Idrīs, Indiana, 1977.* |
| 7 | **Taleemul Islam (Part III & IV)** | *Muftī Kifāyatullāh, Lahore, 1973.* |
| 8 | **The Children's Book of Ṣalāh** | *Ghulam Sarwar, London, 1984.* |
| 9 | **Islam : Faith and Practice** | *M.M. Aḥsan, Leicester, 1977.* |
| 10 | **The Prophets** | *S.A. Ashrāf, London, 1980.* |
| 11 | **Tales of the Prophets** | *A.H.A. Nadvī, Lucknow, 1971.* |
| 12 | **Teaching of Islam** | *M.I. Geyoushi, London, 1976.* |
| 13 | **Marvellous Stories from the Life of Muḥammad** | *M.A. Tarantino, Leicester, 1982.* |
| 14 | **Luqman's Advice** | *M.Y. McDermott, Norwich, 1982.* |
| 15 | **The Prophet's Biography Series** | *American Trust Publications, Indianapolis, 1983.* |

## For Upper Secondary School *(14+)*

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|---|---|---|
| 1 | **Islam : Beliefs and Teachings** | *Ghulam Sarwar, London, 1982.* |
| 2 | **Towards Understanding Islam** | *S.A.A. Mawdūdī, Leicester, 1980.* |
| 3 | **Islam in Focus** | *Ḥammūdah 'Abdal'aṭī, Kuwait, 1977.* |
| 4 | **Introduction to Islam** | *Ḥamīdullah, London, 1979.* |
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| 9 | **The Kingdom of Justice : Stories from the Life of Umar** | *K. Murād, Leicester, 1983.* |
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| 12 | **Family Life in Islam** | *K. Aḥmad, Leicester, 1974.* |
| 13 | **A Day with the Prophet** | *A.V. Denffer, Leicester, 1979.* |
| 14 | **The Evidence of Truth** | *S.A.A. Mawdūdī, Lahore, 1976.* |
| 15 | **Finality of Prophethood** | *S.A.A. Mawdūdī, Lahore, 1976.* |
| 16 | **Muḥammad : Aspects of His Biography** | *Ziāuddīn Sardar, Leicester, 1978.* |
| 17 | **Islamic Faith and Practice** | *M. Manẓūr Nu'mānī, Lucknow, 1973.* |
| 18 | **Islam : The Misunderstood Religion** | *M. Quṭb, Kuwait, 1975.* |

## Teaching Aids

| | Posters | Publisher |
|---|---|---|
| 1 | Three Most Sacred Places of Islām<br>25" x 17" | *Muslim Educational Trust* |
| 2 | Five Basic Duties of Islām<br>25" x 17" | *Muslim Educational Trust* |
| 3 | Prophets of Allāh mentioned in the Qur'ān<br>25" x 17" | *Muslim Educational Trust* |
| 4 | How to Make Wuḍū' and<br>How to Perform Ṣalāh<br>25" x 17" | *Muslim Educational Trust* |
| 5 | A Set of Four Islamic Posters<br>16" x 12" | *Islamic Foundation* |
| 6 | Prophet Muḥammad at Makkah<br>27¼" x 21¾" | *Islamic Foundation* |
| 7 | Prophet Muḥammad at Makkah<br>27¼" x 21¾" | *Islamic Foundation* |
| | **Calligraphy** | |
| | Set of Six Cards<br>5" x 3½" | *Muslim Educational Trust* |
| | **Map** | |
| | Muslim World Map<br>40" x 28" | *Islamic Foundation* |
| | **Audio-Visual** | |
| 1 | Islam the Way of Peace<br>34 Slides, Cassette and Notes | *Islamic Foundation* |
| 2 | A Guide to the Mosque<br>(Video-Tape — VHS) | *Inner London Education Authority* |
| 3 | Film on Ḥajj | *Saudi Arabian Ministry of Information* |

**Miscellaneous**

Varieties of Calligraphic posters, Prayer mats, Framed photographs of *Ka'bah* and *Masjidun Nabī*, Dome of the rock and the like are available from Muslim bookshops.

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| 2 | **The Holy Qur'ān** | *A. Yūsuf Ali, Leicester, 1979.* |
| 3 | **The Meaning of the Qur'ān (vol. I to II)** | *S.A.A. Mawdūdī, Lahore, 1979.* |
| 4 | **In the Shade of the Qur'ān** | *Sayyid Quṭb, London, 1979.* |
| 5 | **The Qur'ān : Basic Teachings** | *Irving, Ahmad, Aḥsan, Leicester, 1979.* |
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## Ḥadīth :


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| 2 | **Ṣaḥīḥ Al-Muslim (Eng. Trans. 9 vols.)** | *Trans. 'Abdul Ḥamīd Ṣiddīqī, Lahore, 1979.* |
| 3 | **Al-Muwatta'** | *Trans. A.A. Tarjumana & Y. Johnson, Norwich, 1982.* |

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| 17 | **Islamd and Modernism** | *Maryam Jameela, Lahore, 1968.* |
| 18 | **Islam in Theory and Practice** | *Maryam Jameela, Lahore, 1973.* |
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| 20 | **The Evidence of Truth** | *S.A.A. Mawdūdī, Lahore, 1976.* |
| 21 | **Inner Dimensions of Islamic Worship** | *Al-Ghazālī, Leicester, 1983.* |
| 22 | **Milestones** | *Sayyid Quṭb, Delhi, 1981.* |
| 23 | **Islam and Ignorance** | *S.A.A. Mawdūdī, Lahore, 1976.* |
| 24 | **Islam : The Religion of Future** | *Sayyid Quṭb, Kuwait, 1971.* |
| 25 | **The Religion of Islam** | *Sayyid Quṭb, Kuwait, 1971.* |

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| 26 | **Call to Islam and How the Prophets Preached it** | *A. Aḥsan Iṣlāḥī, Kuwait, 1982.* |
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## Status of Women :

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| 5 | **Status of Woman in Islam** | *Gamal A. Badawī, Indiana, 1976.* |
| 6 | **Polygamy in Islam** | *Gamal A. Badawī, Indiana, 1976.* |
| 7 | **Marriage in Islam** | *M.A. Rauf, New York, 1972.* |
| 8 | **Islam and Muslim Woman of Today** | *Maryam Jameela, Lahore, 1978.* |

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| 9 | **Ideal Woman in Islam** | *M. Imran, Lahore, 1978.* |
| 10 | **Woman in Islam** | *S.A.S. Hatimy, Lahore, 1979.* |

## Islamic Law :

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|---|---|---|
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| 7 | **Shariah : The Way to Justice** | *Khurram Murād, Leicester, 1981.* |
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| 11 | **Hedaya** | *Trans. Charles Hamilton, Lahore, 1963.* |

## Islamic Economics :

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| 1 | **Economic Problems of Man and its Islamic Solution** | *S.A.A. Mawdūdī, Lahore, 1970.* |
| 2 | **Social Justice in Islam** | *Sayyid Quṭb, New York, 1970.* |
| 3 | **Islamic Economics** | *M.A. Mannān, Lahore, 1975.* |
| 4 | **Islam and the Theory of Interest** | *Anwār Iqbāl Quraishi, Lahore, 1974.* |

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| 5 | **Studies in Islamic Economics** | *Edited by K. Aḥmad, Leicester, 1980.* |
| 6 | **Muslim Economic Thinking** | *Nejātullāh Ṣiddīqī, Leicester, 1981.* |
| 7 | **Banking Without Interest** | *Nejātullāh Ṣiddīqī, Leicester, 1983.* |
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| 2 | **Cultural Side of Islam** | *M. Pickthall, Lahore, 1976.* |
| 3 | **The Philosophy of Islam** | *Khaja Khan, Delhi, 1981.* |
| 4 | **The Future of Islamic Civilisation** | *Ziāuddīn Sardar, London, 1979.* |
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| 7 | **The Arts of Islam** | *Arts Council of Great Britain, 1976.* |
| 8 | **Outlines of Islamic Culture** | *A.M.A. Shushtery, 1975.* |
| 9 | **Studies in Islamic History and Culture** | *S.M. Yūsuf, Lahore, 1970.* |
| 10 | **Islamic Art** | *David Tulbot Rice, London, 1965.* |
| 11 | **Islamic Arts** | *Ernest Kuhnel, London, 1970.* |
| 12 | **Art of Islam** | *Titus Burckhardt, London, 1976.* |
| 13 | **Religion and Civilisation** | *A.H.A. Nadvī, Lucknow, 1975.* |

## Comparative Study :

| | | |
|---|---|---|
| 1 | **Islam and Contemporary Faiths** | *Maḥmūd Brelvi, Karachi, 1965.* |
| 2 | **Islam and Christianity** | *Mrs. Ulfāt A. Ṣamad, Karachi, 1970.* |
| 3 | **Gospel of Barnabas** | *Edited by Lonsdale & Laura Ragg, Karachi, 1973.* |
| 4 | **The Muqaddimah (An Introduction to History)** | *Ibn Khaldūn, London, 1967.* |
| 5 | **Muntakhabut Tawarikh (3 vols.)** | *Al-Badaonī, Delhi, 1973.* |
| 6 | **Islamic Historiography** | *Tarif Khalidi, New York, 1975.* |
| 7 | **Living Religions of the World** | *A.A. Al-Masdoosī, Karachi, 1962.* |
| 8 | **Humanism in Islam** | *A.A. Ghafour Attar, Beirut, 1980.* |
| 9 | **Westernization and Human Welfare** | *Maryam Jameela, Lahore, 1976.* |

## Muslims in the West :

| | | |
|---|---|---|
| 1 | **Muslims and Education in the U.K.** | *Ghulam Sarwar, London, 1983.* |

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|---|---|---|
| 2 | **Muslims in the West : The Message and Mission** | *S.A.H. Ali Nadvī, Leicester, 1983.* |
| 3 | **Muslims in Europe** | *S.M. Darsh, London, 1980.* |
| 4 | **Islam in Britain** | *Zaki Badawī, London, 1981.* |
| 5 | **Young Muslims in a Multi-Cultural Society** | *M. Anwār, Leicester, 1982.* |
| 6 | **The Muslim Guide** | *M.Y. McDermott, M. Ahsan, Leicester, 1980.* |
| 7 | **Muslim World Gazetteer** | *Karachi, 1975.* |

## Books on Learning Arabic Language :

| | | |
|---|---|---|
| 1 | **Arabic for English Speaking Students** | *M.A. Rauf, Cairo, 1972.* |
| 2 | **Teach Yourself Arabic** | *A.T. Ayyad, London, 1982.* |
| 3 | **New Method to Learn Arabic Language** | *B. Al-Ya'qūbī, Beirut, 1974.* |
| 4 | **Arabic Reader** | *R.M. Ramūnī, U.K. Al-Nawi, M.I. 'Alī, Michigan, 1978.* |
| 5 | **Arabic for Beginners** | *A.H. Ṣiddīqi, Lahore, 1979.* |

# 10

# Muslim Journals and Bookshops

## Journals :

**1 Arabia (Monthly)**
**The Islamic World Review**
Crown House, Crown Lane
East Burnham, Nr. Slough
Bucks SL2 3SG
Tel. 01 369 5177

**2 Islamic Finance (Monthly)**
Crown House, Crown Lane
East Burnham, Nr. Slough
Bucks SL2 3SG
Tel. 369 5177

**3 The Impact International (Fortnightly)**
33 Stroud Green Road
London N4 3EF
Tel. 263 1417

**4 Muslim Women**
63 Coombe Lane
London SW2O 0BD

**5 The Muslim Times (Occasional)**
200 Capworth Street
London E10 7HL

**6 New Books Quarterly**
**Islamic Council of Europe**
16 Grosvenor Crescent
London SW1
Tel. 235 9832

**7 The Straight Path**
20 Green Lane
Small Heath
Birmingham B9
Tel. 021 773 0019

**8 The Muslim World Book Review**
**The Islamic Foundation**
233 London Road
Leicester LE2 1ZE
Tel. 0533 700725

**9 Muslim Education (Quarterly)**
**The Islamic Academy**
23 Metcalfe Road
Cambridge CB4 2DB
Tel. 0223 350976

**10 M.W.L. Journal**
P.O. Box 537
Makkah Al Mukarramah
Saudi Arabia

**11 News And Views On Muslim Education**
**World Centre For Islamic Education**
Umm-al-Qura University, Makkah
Saudi Arabia

**12 Journal — Institute of Muslim Minority Affairs**
King Abdulaziz University
P.O. Box 1540, Jeddah
Saudi Arabia

**13 The Editor — Radiance Weekly**
2448 Ballimaran
Mahalla Sher Afghan
Delhi 110 006, India

**14 Al Qalam**
P.O. Box 86, Durban 4000
Republic of South Africa

**15 Islamic Horizons**
**& Al-Ittihad**
P.O. Box 38
Plainfield, IN 46168 — U.S.A.

**16 Al-Nahdah**
5th floor, Bangunan Perkin
Jalan Ipoh-Jalan Ton
Kualulumpur-13-03
Malaysia
Tel. 03 988166

**17 Young Muslim (Occasional)**
423 Strafford Road
Birmingham B11 4LB
Tel. 021 773 8301

## Bookshops :

**1 The Islamic Book Centre**
120 Drummond Street
London NW1 2HL
Tel. 01 388 0710

**2 Muslim Information Services**
233 Seven Sisters Road
London N4 2DA
Tel. 01 272 5170

**3 The Sales Manager**
**Islamic Foundation**
233 London Road
Leicester LE2 1ZE
Tel. 0533 703555

**4 Islamic Cultural Centre**
**Bookshop**
146 Park Road
London NW8 7RG
Tel. 01 724 3366

**5 Ta Ha Publishers**
68/A Delancey Street
London NW1 7RY
Tel. 01 485 7804

**6 Islamic Book Service**
16 Settles Street
London E1 1JP
Tel. 01 247 0689

**7 Muslim Book Service**
38 Mapesbury Road
London NW2 3JD
Tel. 01 452 9340

**8 Rolex Trading**
6-8 Hall Field Road
Bradford BD1 3RQ
Tel. 02 747 31908

**9 Muslim Book Sellers**
423 Stradford Road
Birmingham B11 4LB
Tel. 021 773 8301

**10 Islamic Book House**
187 Anderton Road
Birmingham B11 1ND
Tel. 021 773 8651

**11 Muslim Community Bookshop**
20 Green Lane
Small Heath
Birmingham
Tel. 021 773 0019

**12 R.N.B. Enterprises**
70 Queen's Road
London E17

**13 Dar Al-Dawa**
32 Hereford Road
Off Westbourne Grove
London W2 4AJ
Tel. 01 221 6256

**14 Arafat Book Service**
527 Coventry Road
Birmingham B10
Tel. 021 771 3798

**15 Alpha Trading Co.**
33 Forest Road
Forestgate
London E7
Tel. 01 534 8910

# Publishers of Islamic Books in alphabetical order

1 **Al Furqān Book Depot**
Kachary Road
Lucknow, India.

2 **Academy of Islamic Research and Publications**
P.O. Box 119, Tagore Marg
Nadwatul Ulama, Lucknow
India.

3 **Al Qur'ān Society**
101 Belmont Road, Tottenham
London N17 6AT

4 **American Trust Limited**
10900 West Washington Street
Indianapolis IN 46231 — U.S.A.

5 **Croom Helm Ltd.**
Provident House
Burrel Row, Beckenham
Kent BR3 1AT

6 **Commission for Racial Equality**
Elliot House
10-12 Allington Street
London SW1E 5EH

7 **Dar Al-Andulus**
3 Library Ramp
Gibraltar

8 **Diwan Press**
81 Upper St. Giles Street
Norwich NR2 1AB — U.K.

9 **Exposition Press**
50 Jericho Turnpike, Jericho
New York 11753 — U.S.A.

10 **Ferozsons Ltd.**
60 Shaharah-e-Qaid-e-Azam
Lahore, Pakistan.

11 **Federation Of Students Islamic Societies**
38 Mapesbury Road
London NW2 3JD — U.K.

12 **George Allen & Unwin Ltd.**
Ruskin House,
40 Museum Street
London WC1 — U.K.

13 **Habib & Co.**
5-4-677 Kattal Mandi
Station Road
Hyderabad — 500 001
India.

14 **Holy Qur'ān Publishing House**
P.O. Box 2409
Damascus — Syria.

15 **Hodder & Stoughton**
Mill Road
Duntun Green, Sevenoaks
Kent, U.K.

16 **Idara-e-Adbiyāt-e-Dilli**
5803 Sadar Bazar
Delhi 6 — India.

17 **International Association of Islamic Books**
5A Bathurst Street
London W2 — U.K.

**18 Islamic Academy**
Hora Building, New Gate
Peshawar, Pakistan.

**19 International Book Publishers**
P.O. Box 20210
Safat, Kuwait

**20 Islamic Book Trust**
1397 Pahari Imli Jama Masjid
Delhi 110006
India.

**21 Islamic Cultural Centre**
146 Park Road
London NW8 7RG — U.K.

**22 Islamic Council of Europe**
16 Grosvenor Crescent
London SW1 7EP — U.K.

**23 Islamic Culture and Education Centre**
75 Falcon Road
London SW1 2PF — U.K.

**24 Islamic Center, New York**
1 Riverside Drive
NY 10023, U.S.A.

**25 Islamic Foundation**
223 London Road
Leicester LE2 1ZE — U.K.

**26 Islamic Publications**
13E Shah Alam Market
Lahore — Pakistan.

**27 Islamic Publications Bureau**
P.O. Box 3881
Lagos — Nigeria.

**28 Islamic School of English and Arabic Studies**
Sackville Place
44-48 Magdalen Street
Norwich NR3 1JE — U.K.

**29 Islamic Texts Society**
7 Cavendish Avenue
Cambridge CB1 4OP

**30 John Hopkins Press**
Baltimore 18, MD.
U.S.A.

**31 Kitab Bhavan**
1214 Kalan Mahal, Daryaganj
New Delhi 110002 — India.

**32 Kazi Publications**
1520 North Wells Street
Chicago,
Illinois 60610 — U.S.A.

**33 Luzac & Co.**
46 Great Russell Street
London WC1 B3PE — U.K.

**34 Longman Ltd.**
5 Bentinck Street
London W1 — U.K.

**35 Lion Press**
Hospital Road
Lahore — Pakistan.

**36 Lancers Publishers**
P.O. Box 4235
New Delhi 110048
India.

**37 The Muslim Educational Trust**
130 Stroud Green Road
London N4 3RZ — U.K.

**38 Macmillan Ltd.**
4 Essex Street
London WC2 — U.K.

**39 Markazi Maktaba Islami**
1353 Chitli Qabar
Delhi 110006
India.

LIBRARY

**40 Modern Printing Press**
Doha, Qatar.

**41 Muslim Student's Association**
P.O. Box 38
Plainfield
Indiana IN 46168 — U.S.A.

**42 Muslim Schools Trust**
78 Gillespie Road
London N5 — U.K.

**43 Muslim Welfare House**
233 Seven Sisters Road
London N4 2DA — U.K.

**44 Muhammad Yusuf Khan**
Sunnat (Sant) Nagar
Lahore, Pakistan.

**45 Octagon Books**
19 Union Square West
New York 11753 — U.S.A.

**46 Oasis Printing and Design**
3 Furlong Road
London N7

**47 Open Press Ltd.**
6 Endsleigh Road
London WC1H 0DS — U.K.

**48 Oxford University Press**
P.O. Box 5093
Meleod Road
Karachi — Pakistan.

**49 Publishers United Ltd.**
176 Anarkali
Lahore — Pakistan.

**50 Renaissance Bookshop**
9 Adly Street
Cairo — Egypt.

**51 Shah Muhammad Ashraf**
Kashmiri Bazar
Lahore — Pakistan.

**52 Said Ramadan**
P.O. Box 333
Cornavin, Geneva
Switzerland

**53 Sethi Straw and Board Mills (Conversion) Ltd.**
Gujranwala Cantt.
Pakistan.

**54 Taj Co. Ltd.**
Monghopir Road
Karachi — Pakistan.

**55 Ta Ha Publishers**
68A Delancey Street
London NW1 7RY — U.K.

**56 'Umran Publications**
24 Poland Street
London W1V 3DD — U.K.

**Syllabus and Guidelines for Islamic Teaching** is an essential book for Islamic Education of Muslim children living in the U.K. It incorporates a detailed syllabus and guidelines for Islamic teaching in Secondary Schools and a syllabus for each stage of Pre-School, Infant and Junior Schools. It also has a syllabus for Madrasahs run by the Muslim Community in the evenings and on week-ends. It can be of great help for Muslim teachers and parents and all those people engaged in Islamic education.

**Ghulam Sarwar** is the Director of the Muslim Educational Trust. He has an Honours Degree in Commerce and a Masters' Degree in Management from the University of Dhaka, Bangladesh. For three years he taught Business Management in the City College, Chittagong, Bangladesh *(1966-1968)* and since the early sixties he is actively involved in the Islamic Da'wah work. His written works include: *Islam : Beliefs and Teachings* (London, 2nd Edition 1982), *Islam For Younger People* (London, 1981), *Muslims and Education in the U.K.* (London, 1983), *Books on Islam in English* (London, 1983) and *The Children's Book of Ṣalāh* (London, 1984).

**The Muslim Educational Trust** is an educational organisation formed in 1966 to cater for the Islamic educational needs of Muslim children in the United Kingdom. Its activities include sending Islamic teachers to the State-run Secondary and Primary Schools, arranging Weekend and Evening schools, preparation and publication of Islamic text books and teaching aids for children and promoting a better understanding of Islam among all sections of the British society.